DOCUMENT RESUME

ED 051 051 SO 001 333

TITLE	Social Studies Today. Guidelines for Curriculum Improvement.
INSTITUTION	Pennsylvania State Dept. of Education, Harrisburg. Bureau of General and Academic Education.
PUB DATE	70
NOTE	87p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Administrator Guides, *Curriculum Development, *Curriculum Evaluation, *Curriculum Planning, Elementary Grades, Guidelines, Reference Materials, School Districts, Secondary Grades, *Social Studies, State Departments of Education
IDENTIFIERS	*New Social Studies, Pennsylvania

ABSTRACT

This publication presents guidelines and suggestions on objectives, content, teaching and learning techniques, and evaluation. It is intended to be a practical handbook for educators who feel their social studies program needs help, from a strengthening of weak spots to a wholesale revision. Curriculum reports made almost a half century ago by the American Historical Association and the National Education Association are briefly surveyed to illustrate the nature of curriculum change, and the impact today of the New Social Studies projects. Evidently, the prerequisites for change are: 1) involvement and commitment of support, both moral and financial, from the administration, the school board, and the community; and, 2) the interest and involvement of the teachers concerned. The seven step revision blueprint that follows is meant only to be suggestive of a plan a school district could use. Resources are listed throughout with additional reference materials listed in the appendix: 1) standards for quality programs; 2) social studies publications, curriculum requirements, and services of the Department of Education; 3) representative national curriculum projects; 4) a brief suggested bibliography for the teacher; 5) the New York State curriculum continuums; 6) suggested curriculum material evaluation criteria and references; and, 7) professional organizations. (Author/SBE)

ED051051

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Social Studies Today

Guidelines for Curriculum Improvement

SO 001 333

Bureau of General and Academic Education
Pennsylvania Department of Education
1970

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What It's All About

School districts in Pennsylvania look to the Department of Education for direction in curriculum improvement. Traditionally, this direction has been viewed in two ways:

1. Prescribing and interpreting curriculum regulations.

   With more effective communication between the department and the field, this role is changing to one of positive stimulation, suggestion and support of curriculum revision at the local level.

2. Devising and implementing a recommended statewide social studies curriculum.

   The Division of Social Studies is opposed in principle to such a course of action for several reasons:

   a. The promulgation of a statewide curriculum would inhibit local innovation and change.
   b. No single program can be effective in every school district because of the diversity of local needs and resources.
   c. The direction the new social studies will take is only beginning to emerge.

Rather than outlining a highly-structured social studies curriculum, this publication presents guidelines and suggestions on objectives, content, teaching/learning techniques and evaluation. It is intended to help educators who feel their social studies program needs help—from a strengthening of weak spots to a wholesale revision. It has been designed as a practical handbook to be *used*. With it as an aid, we hope social studies departments will be better able to change their present program or develop a new one.

One of the assumptions on which it is based is that the current student generation presents a greater teaching challenge in all areas, largely because of early exposure to the pressures of mass media and a resulting disillusionment with the institutions of society, especially the educational establishment. This difference demands changes in the instructional program. Nevertheless many schools continue to base their program on goals, content and learning experiences which are not relevant to students' needs. The failure of some programs for the culturally different can be attributed to their attempt to

adjust these students to the existing curriculum rather than make adaptations to suit their needs.

Any process of educational change involves difficulties and we are aware that new materials and methods constitute a threat to the individual teacher. Even the vocabulary of social studies education presents a new lexicon. "Curriculum models", "generic concepts", "sequential articulation" and similar terms have little meaning for many teachers already frustrated by large classes of disinterested students and excessive daily preparations, often in subject areas for which they have had little preparation. In addition, the controversial issues in the social studies area may make these teachers more susceptible to community pressures, and consequently reluctant to present the variety of viewpoints which would encourage critical thinking on the part of their students.

We do not envision this guide to be the final answer—either now or for all time. Revisions are planned as new concepts and techniques are developed and new materials published. The dynamic rate of change and experimentation in social studies makes this mandatory.

Several people have made major contributions to the development of this guide as it has been written and revised over the past several years. Chief among these are John H. Billman, Elizabeth S. Haller and James G. Kehew of the department and Dr. Robert Leight of Ursinus College.

We would appreciate your suggestions for making this publication more useful in future editions. Please write or call:

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A Look at the Past

Curriculum change results from new knowledge and resources and because of changing needs of society. The present flux and ferment in the social studies reflects the accelerated rate of social change and the accompanying pressures and problems which have created a new world for today's students. New educational perspectives and the knowledge explosion, combined with the impact of the mass media, have increased the urgency of revision.

Early Reports Set The Stage

The social studies program of today, with its special responsibility for preparing students to adapt to rapid changes in their social, economic and political environment, ironically shows a strong carry-over from curriculum reports made almost a half century ago by the American Historical Association and the National Education Association.

The NEA's 1916 committee saw the fundamental objective of the social studies as the cultivation of good citizenship and recommended the functional approach in all social studies courses. Its report recommended the following secondary scope and sequence:

Grade 7—European History
Grade 8—American History
Grade 9—Community and Vocational Civics
Grade 10—European (World) History
Grade 11—American History
Grade 12—Problems of Democracy

The influence these reports had in standardizing the curriculum for over 50 years is evident in a survey of social studies programs in Pennsylvania schools made by the department in 1965-66[1] which showed the following sequence of required courses in the large majority of schools:

Grade 7—Old World Backgrounds/World History
Grade 8—American History
Grade 9—Pennsylvania History and Government/Civics
Grade 10—World Cultures
Grade 11—American History
Grade 12—Problems of Democracy/Economics

[1] *Report of a Statewide Survey—Profile of Social Studies Instruction in Pennsylvania,* PDE, 1968.

Since this almost negligible change occurred in a period of world wars, the birth of the nuclear age and other cataclysmic social-scientific upheavals, the conclusion is inescapable that a pronounced lag exists in the response of curriculum revision to changes in society.

The basis for fused or integrated social studies, predecessor to today's interdisciplinary studies, was laid by Columbia University education professor Harold Rugg in the 1920's and '30s. While his work was attacked by conservatives and his educational philosophy continues to have a connotation of radicalism, many of his theories are similar to those of current curriculum builders. The new term, "social studies", connoted to many critics a watered-down mish-mash of the scholarly disciplines.

More Reports—Little Change

During the years 1926-1934, a Commission on the Social Studies in the Schools, appointed by the American Historical Association, worked to produce a 17-volume report *(Conclusions and Recommendations of the Commission)* which constituted "the most comprehensive and competent analysis of a curriculum area that has ever appeared, but failed to discharge its most important responsibility: determination of content and subject matter necessary to the attainment of the objectives of social studies instruction."[2]

In 1940, an NEA report, "What the High Schools Ought to Teach", suggested that because the academic curriculum had produced failures and dropouts, new courses stressing life adjustment, family living and vocational guidance should be developed in social studies. Four years later, an expansion of this report resulted in even more functional and anti-subject matter approaches to curriculum.

These reports did much to link social studies with personal problems and work experience in the secondary curriculum—a relationship which had unfortunate results for the content and instruction as well as the public image of the social studies. One of these was a feeling that since social studies was concerned with daily life, anyone could teach it.

Detailed Courses of Study Appear

Three bulletins, developed in the late 1940's by large statewide committees of teachers and administrators and published by the

[2] Erling M. Hunt, *High School Social Studies Perspectives,* Houghton-Mifflin, 1962, p. 21.

Department of Education, significantly influenced social studies programs in Pennsylvania schools:[3]

The Elementary Course of Study (Bulletin 233-B), 1949

Course of Study in the Social Studies for Secondary Schools (Bulletin 410), 1951

Course of Study in Geography for Secondary Schools (Bulletin 412), 1951

In *The Elementary Course of Study,* the social studies area of the curriculum is entitled social living, and includes learning experiences from history, geography, civics and science integrated on the premise that an understanding of the interrelation of our heritage and natural forces is necessary for intelligent participation in a democratic society. There is more emphasis on methodology than content, and it is interesting to note that this 1949 publication reflects a departure from the traditional subject matter to a problem-solving approach. In fact much of the educational philosophy of this bulletin sounds very similar to that of the New Social Studies.

The understandings, attitudes and behaviors proposed in the elementary course were continued in the secondary social studies bulletin. The detailed course of study was outlined by grade levels, scope and suggested unit sequence, with illustrative units, both chronological and topical. The only substantial curriculum change from the 1916 NEA report was the addition of Pennsylvania history and geography to civics at the ninth-grade level.

The geography bulletin dealt primarily with methodology and emphasized the need for geography education to be concerned with "social and natural phenomena" and "the interrelationship of man and his natural and cultural environment." Although some of the terminology is outdated, this bulletin contains much that is currently advocated by those who wish to revitalize geography instruction.

These publications, especially the elementary guide, were enthusiastically received by teachers who were seeking an orderly, systematic plan of instruction.

Government Changes the Curriculum

In 1943, by action of the General Assembly, two years of United States and Pennsylvania history were required during grades 9 through 12 (subsequently extended in 1961 to grades 7 through 12).

[3] All are out of print.

In 1964, the State Board of Education mandated that one of these years should be at the senior high level.

The traditional world history course was changed by a state board mandate, effective in 1961, to include a minimum of one semester of world cultures, an interdisciplinary course in which equal treatment was to be accorded both Western and non-Western studies. Thirty-six hours of economics was added to the requirements effective with the graduating class of 1964.

These changes reflected a response to the changing needs of society, as advanced placement and honors courses were being developed by local districts in answer to the charges of James Bryant Conant and Admiral Hyman Rickover that American students needed more intellectual stimulation.

Minority-Group Studies Introduced

The racial crisis in America has focused on the evidences of prejudice and discrimination in all of our institutions, including the schools. Exclusion of minority-group content from the curriculum in the past was one index of this phenomenon. In order to correct the negative stereotypes which have been produced by both the curriculum and instructional materials, the State Board of Education on May 9, 1968, made the following change in the curriculum regulations:

> *"That in each course of the history of the United States and of Pennsylvania taught in the elementary and secondary schools of the Commonwealth, there shall be included the major contributions made by Negroes and other racial and ethnic groups in the development of the United States and the Commonwealth of Pennsylvania."*

Most Recent Changes

Extensive changes in the secondary requirements were made by the state board in March, 1969. Four units of social studies are now mandated in grades 7-12, consisting of two units each of world cultures and American (U.S.) culture. The latter was the existing legislative requirement of two years of United States and Pennsylvania history and government but broadened, in conformance with the wording of the original mandate in the School Code, to include the other social science disciplines.[4] The world cultures course is also to be interdisciplinary.

[4] For this wording and a summary of the present Curriculum Regulations, see pages 60-62 in the Appendix.

In the remaining two years of secondary school, social studies courses—either interdisciplinary or single-discipline—are required to be offered. (That is, social studies courses must be available to students who wish to take them, and may be required by the school district, but are not required by the state.) No grade level is specified for any of these courses but two years—either the required or non-required—must be taken in grades 10-12 as a graduation requirement.

The emphasis on world cultures recognizes the accelerated increase in communication and contact of peoples of the world and the high degree of interdependence of nations in a nuclear age. It is deemed essential that young Americans become familiar with the way of life of the world's peoples not only to understand the reasons behind what is happening today but also to see their own life-style and heritage from a different perspective.

Recognizing the crucial importance of mutual understanding and respect among the various groups in our diverse society, intergroup education concepts are required to be included in appropriate areas of the curriculum in all schools.

Thus the major changes are increasing world cultures from one semester to two years, incorporating intergroup education concepts and dropping the requirement of 36 hours of economics. The rationale behind the latter is that only interdisciplinary courses should be required and that it is inconsistent to mandate one discipline and not the others. It is felt that adequate provision for all social sciences is made in the other two years of courses that must be offered.

The emphasis on interdisciplinary studies reflects one of the major characteristics of the New Social Studies—a discernible trend away from the dominant history, geography and government courses toward more comprehensive ones which combine these disciplines with the less commonly taught anthropology, sociology and psychology.

This is based on two convictions:

1. The subject matter of the social studies—man and his physical, social and cultural relationships—does not fit neatly into single-discipline categories but embraces all the social sciences.
2. It is impossible to teach a single social science well without drawing on the other disciplines.

The above requirements are to be considered minimal; school

districts are encouraged to extend required courses into the two non-required years while allowing students some preference in course selection.

The elementary requirements remain unchanged: social studies is required in every grade 1-6.

The present requirements may be represented graphically thus:

Elementary						Secondary					
1	2	3	4	5	6	7	8	9	10	11	12
Social Studies required in each grade.						4 units required: World Cultures—2 units American (U.S.) Culture—2 units 2 additional units must be offered. 2 units required for graduation. (Grades 10-12)					

Conclusions

From this abbreviated survey, one can conclude that—

1. Curriculum revision lags behind the changing needs of society.
2. Those changes that are made are often tacked on to the existing program rather than in consideration of the total program.
3. Certain advanced curriculum ideas often wait years for acceptability—and then are touted as new.
4. State requirements in social studies are fortunately minimal, allowing school districts much freedom to experiment and innovate.

What's New About the New Social Studies?

Although the current reform movement in social studies has been characterized as a revolution, the preceding review shows that many of the theories and changes advocated today had their roots in the work of earlier scholars.

During the 1960's, however, the pace of change accelerated; at no other time were so many people working to change the social studies curriculum.

Why this long-overdue awakening of the sleeping giant?

1. Most of the credit must be given to a drastic policy change toward education within the federal government, triggered by Sputnik I's flight in 1957. From an insignificant statistics-gathering agency a few years ago, the U.S. Office of Education burgeoned into a giant dispenser of federal funds, using its millions to encourage experimentation and innovation. Starting with the natural sciences, mathematics and foreign languages, its programs have expanded into almost every subject field. This money has made it possible for people with ideas to develop them into curricula and try them out in classrooms at a cost impossible to finance under normal educational fiscal policy.

2. Another factor was a pent-up dissatisfaction on the part of social scientists, administrators, teachers, parents and students with the traditional social studies program characterized by fact-by-fact coverage stressing memorized retention, reliance on a single textbook, repetitive cycle of courses, low level of relevant content and the lack of student involvement in the issues and problems of society.

The result of these and other pressures was the funding of curriculum development projects designed to overhaul and refocus social studies content, methodology and materials. Most of these were undertaken by universities with a new development taking form: Social science scholars such as historians and sociologists teamed with their colleagues in education departments to write proposals that would effect change.

There was no pattern in the way these projects sought to improve the curriculum. A few were of a K-12 comprehensive interdisciplinary type while others embraced only one discipline (anthropology, economics) or one course (first-grade course on Japan, ninth-grade economics course) or discrete units (sociological episodes). As a result, curriculum committees have an extremely heterogeneous smorgasbord of choices to choose from in putting together a new program. Some observers have deplored this helter-skelter evolution but diversity has much to commend it.

In 1967-68, approximately 91 social studies projects were identified as in process or completed.[5] Two-thirds have been financed by the U.S. Office of Education; the remainder by private agencies. These projects form the heart of the revolution known as the New Social Studies.

What The Projects Do	Project Examples[6]
* Identify a conceptual structure for the social studies drawing generalizations from the social science disciplines	Greater Cleveland Minnesota
* Focus on cognitive learning processes	Hilda Taba
* Explore value concepts	Syracuse
* Develop materials from non-Western areas	Arnoff-Japan Project Africa
* Emphasize the behavioral sciences	Anthropology Curriculum Study Project Sociological Resources for Social Studies
* Introduce traditionally secondary subjects in the elementary grades	Elkhart Experiment in Economic Education Education Development Center (Anthropology)
* Study controversial public issues	Harvard
* Develop teaching strategies and materials for involving students in inquiry	Carnegie-Mellon
* Utilize a variety of instructional media (from simulation and role-playing to multi-media kits built around specific learning units)	MATCH Project

[5] Wilhelmina Hill, "A Directory of Social Studies Projects", *Social Education*, October, 1967, pp. 509-511. Forty-nine of the projects are described in the PDE publication, *Directory of Social Studies Curriculum Projects.*

[6] For a brief description of these and other projects, see Representative National Curriculum Projects on page 56 in the Appendix.

In addition, certain emphases and principles are beginning to emerge as a result of the research done on the projects:

1. A shift from the teacher-oriented textbook-lecture rote memorization approach to one which involves the student in problem-solving, critical analysis and learning by the discovery/inquiry/inductive method designed to develop a capacity for independent thinking.
2. A reorganization of material using the basic concepts which form the structure of the social science disciplines rather than the extensive coverage of unrelated facts. Many of the projects are interdisciplinary in attempting to find organizing concepts which span more than one discipline.
3. An articulated program, K-12, to eliminate repetition and involving progressively difficult skills and content at each grade level.
4. An expansion of the content areas to include *all* the social science disciplines rather than only the traditional history, geography and political science. The less-frequently-taught disciplines such as anthropology, economics and sociology are receiving more attention.
5. A change from a single textbook to the use of a variety of supplementary media including documents and other source materials, records, tapes, films and filmstrips, models, transparencies, slides, artifacts and *realia.*

Some of the projects have been completed and the directors have released their materials for commercial publication, but it is too early to gauge their impact on the curriculum. Their ultimate value may well be in the spirit of experimentation and change they have stimulated. Local districts would do well to examine and analyze these projects with an eye to adapting them or their principles to their own program.

Conclusion

Most social studies observers agree that the New Social Studies will transform the subject as much as the New Mathematics and the New Science did. As more project materials enter the commercial market, it will be increasingly difficult for teachers to retain their traditional ways. The image of teachers as all-knowing dispensers of wisdom who wouldn't dare admit they couldn't answer a student's question will give way—albeit gradually—to a new concept of fellow learners

who *guide* students into productive avenues of independent study, *facilitate* learning and *stimulate* effective discussion by *asking* thoughtful questions. This transformation will not be easy or smooth but it is as inevitable as the present revolution which in time will render traditional content and techniques obsolete.

So You Want to Revise!

To embark on the revision of an entrenched educational program is not a prospect to be contemplated lightly. All sorts of obstacles arise; at every turn there is opposition by sincere and well-meaning people; always there is the gnawing fear that even if the battle is waged and won, the new program at worst may come out a dismal failure, and at best may be not much better than the one it replaced. On the other hand, the bright, shiny new program just might revolutionize the learning process, revitalize students and school and be worth every scar suffered in fighting it through.

Changing a social studies program is especially tricky because
- —of all the things it is expected to accomplish (from turning out good citizens to inculcating values to reading a map)
- —it embraces parts of eight distinct academic disciplines plus a myriad of interdisciplinary fields
- —(since it deals with man's social relations) it delves into many of society's sensitive, controversial taboo areas.

To the social studies' credit, these are precisely the things that make it an intensely fascinating field and attract some of the best students and scholars.

Prerequisites and Caveats

There are two prerequisites for any program revision:

1. A commitment of support—moral and financial—from the administration, the school board and the community.
2. The interest and involvement of the teachers concerned.

The key words are COMMITMENT and INVOLVEMENT—without these, the attempt is doomed.

Several overall caveats are suggested at the outset:

1. Continually *inform* and *involve* the school district's clientele at every step of the process. This means the *citizens* who pay the bills, the *professionals* who run the show and the *students* who benefit from an improved product or suffer the results of a poor product.

2. Change is usually accomplished by an adequate investment of *time* and *money*. Neither should be stinted. A job done under pressure, after school, with little or no clerical or consultant help, will almost surely be inferior and not worth the effort. Conversely, if a course of action is planned and followed through, if resources and leadership are provided, if teachers are paid for their time, improvement is practically inevitable.

3. The sequence of courses and the textbook to be used are usually of primary concern to revision committees. To make a decision on these at the outset is putting the cart before the horse. This decision should follow logically after the present program is reviewed, objectives set, and content and teaching techniques decided upon. Resist the temptation to select a textbook and then outline the program—which somehow invariably turns out to be an expanded version of the textbook's table of contents!

4. The program that finally evolves must conform to the General Curriculum Regulations promulgated by the State Board of Education. These are distributed to administrators and should be consulted by the revision committee to assure conformance. Fortunately they are minimal and allow local districts a large measure of freedom in structuring the curriculum. (A copy of the social studies sections of the regulations and the department's rationale is included in the Appendix.)

5. Any change in curriculum is bound to affect the other elements in the total educational process. Before embarking on a revision operation, the administration should pledge its support to the results. Experimental or new procedures invariably require accommodations in the existing program in order to succeed. For example, if the new plan calls for team teaching, the scheduling procedure should be changed to accommodate it.

Plan for Revision

The revision blueprint that follows is meant only to be suggestive of a plan a school district could use. Bend and adapt it to your particular situation. There are many alternative options, some of which are offered here.

Step 1: Review Your Present Program

A dispassionately realistic and objective look at the existing social studies program is the logical first order of business. This ordinarily

might be considered to be the task of the professional staff, those closest to the program. However, two other groups—laymen and students—can bring different and valuable perspectives to such an evaluation partly because of their lack of involvement in its development and day-to-day operation. Even though they may lack professional educational expertise, their judgments and insights should be utilized.

In order to make a realistic evaluation of a program, it is essential to have some standards or guidelines against which to compare it. Therefore the evaluators, especially the teachers, should engage in a self-help refresher course on the elements of the New Social Studies. This may be done by reading or through some kind of in-service seminar. We would suggest the following resources:

The New Social Studies by Edwin Fenton. Holt, Rinehart & Winston, 1967. Paper, $1.95.

The best short overview of the new developments based on a year's study and visitation of the major curriculum projects by the director of Carnegie-Mellon University's Social Studies Curriculum Center.

New Frontiers in the Social Studies: Goals for Students, Means for Teachers by John S. Gibson. Citation Press, 1967. Paper, $1.35.

What is being done and who is doing it. The author is director of the Lincoln Filene Center for Citizenship and Public Affairs at Tufts University.

Creative Teaching of the Social Studies in the Elementary School by James A. Smith. Allyn & Bacon, 1967. Paper, $1.95.

A source of information on most of the principles of creative teaching. Many ideas are presented on organization, unit teaching, use of textbooks, values and character development, study skills and audio-visual materials as ways and means of teaching creatively.

Once an overall knowledge has been acquired, attention should be turned to specific criteria for appraising a social studies program. Here there is not as much help—and what materials are available are often couched in general terms or educational jargon.

Three yardsticks which a committee may apply to its present program are on pages 50-52 in the Appendix. Two other resources:

Social Studies Curriculum Improvement: A Guide for Local Committees, edited by Raymond H. Muessig (1965), Bulletin No. 36, NCSS, $2.00.

Chapter on "Basic Characteristics of a Good Social Studies Curriculum" discusses seven criteria.

Social Studies in Transition: Guidelines for Change, edited by Dorothy McClure Fraser and Samuel P. McCutchen (1965), Curriculum Series No. 12, NCSS, $2.25.

Eleven points are considered in section on "Criteria for an Adequate Social Studies Curriculum."

Thus armed, the evaluators should be merciless in their examination of the present program and subject it to searching scrutiny, laying bare its strengths and weaknesses. *Nothing* should be considered sacred! They should ask such questions as—

Why change? (It may be adequate.)
How much of a change is needed?
Does it promote the overall purpose of education as defined in the school's philosophy?
Is it oriented disproportionately to white middle-class values?
Does it allow the students to meet controversial issues head on?
Is there room in it to let students think? discover? inquire? analyze? interpret? evaluate?
Is there unnecessary repetition?
What should be altered? eliminated? added?

Step 2: Decide On Extent Of Revision

Assuming that the evaluating committee has identified areas that warrant improvement, a decision must be made on the extent of revision needed. This will hinge on a judgment of how adequately the present program is meeting the goals set for it.

Several alternatives are open:

1. Keep the same sequence of courses but beef up those considered weak, irrelevant or outdated.
2. Shift courses around to achieve better continuity or eliminate repetition. For example, 8th grade and 11th grade American culture might be placed back-to-back in 9th and 10th grades with a break in content at the Spanish-American War.
3. Eliminate courses, add new ones or restructure existing ones. Example: A 12th grade problems of democracy course that emphasizes the study of government might be realigned to a semester of government and one of economics or sociology. Or a world geography course might be replaced by one developed by the High School Geography Project.

4. Institute a complete revision.

Most of what follows can apply in some degree to the first three options above but is predicated chiefly on a total revision. This is not to be construed as meaning that the latter is the preferred course but merely that, once it is chosen, more direction is needed in implementing it.

Step 3: Devise A Plan Of Action

If a comprehensive revision of the program is decided upon, a question arises: Will it be done by the social studies staff, possibly with consultant help, or will a new program already developed by one of the projects be adopted?

The latter has the advantages of ready availability, well-prepared and tested materials, as well as the greater assurance that genuine revision will take place. However, there are counterbalancing factors:

* possible teacher resistance to a program which they did not develop or adapt
* the possibility that in-service training might be needed to equip teachers to handle the new program successfully

There are those who feel that constructing their own program is a worthwhile activity for teachers and essential to the program's success while others maintain just as fervently that teachers are not capable of performing this specialized task. If experts have devoted several years to developing, trying out and evaluating a program with the resources that large amounts of money make available, they reason, why try to replicate this effort at the local level?

Another possibility: units or courses developed by the projects might be tried out by selected teachers for a year before a decision is made on district-wide adoption. Continuous evaluation of the pilot program by the teachers and students involved will aid in making the decision.

A decision to adopt a program developed elsewhere should be followed by intensive study of those available. A description of the projects, such as the department's publication, *Directory of Social Studies Curriculum Projects*, should prove helpful. Visits by teachers to the projects' headquarters or to districts using them would be advisable. All available information, together with the materials that can be gathered, should be closely scrutinized before a selection is made.

A Curriculum Analysis System has been developed by the Social Science Education Consortium and could be used to evaluate curricula or materials under consideration. This 14-page document is available for 40 cents from the Consortium, Social Science Building, 970 Aurora, Boulder, Colorado 80302. Analyses of materials from some of the projects are also available from this source.

Another instrument for evaluating materials has been developed by the Indiana Council for the Social Studies and is reproduced in the Appendix (pages 74-80).

If the option is for local revision, several points should be considered:

1. All social studies teachers should be kept informed and have opportunities to participate at each step since this will give them a vested interest in the end product and help assure their cooperation.

2. Consideration should be given to enlisting the support of various community agencies and interested lay groups organized into a Citizens' Advisory Committee to secure favorable publicity as well as expertise in identifying and suggesting solutions to problems relevant to youth.

3. Students may also be involved in the revision process especially through interest and attitude surveys reflecting their reaction to various learning experiences. From the standpoint of the consumer, their response to different types of instructional media is most important in determining the direction of curricular change.

4. Staff competence in curriculum development can be upgraded through district workshops or seminars. Teachers should be paid for attendance if held in the summer—or substitutes employed to free faculty for weekday meetings.

5. There should be financial support for outside consultants in social studies education as well as for specialists in the various disciplines.

6. It is helpful to arrange visits to other districts which have worked on program revision to secure first-hand knowledge of their procedures and problems.

7. Professional books, study guides and a variety of reference books and curriculum materials should be obtained and made available for teachers' use.

Various lists of these are available including:

"Bibliography of Materials for Curriculum Revision in Social Studies", from the Social Studies Division of the department.

"Suggestions for a Social Studies Professional Library" by Malcolm Searle, reprint from January, 1969 *Social Education*. Available from NCSS, 35¢.

An organizational framework is necessary.

1. Committee machinery should be established, headed by a coordinating or planning committee with representatives from the administration and staff at each educational level. This group will assume leadership for directing the revision process and its members might serve as chairmen of sub-committees charged with specific assignments implementing the total revision effort.

2. An advisory committee with representation from the administration, school board, community, student body, teaching staff and the chairman of the coordinating committee should advise on the scope and direction of the revision and react to the progress of the working groups.

3. Provision should be made for the duplication and dissemination of the work of all sub-committees after initial review and approval by the coordinating committee.

4. The entire staff should be involved in periodic meetings for reaction and evaluation of these progress reports.

5. As the working groups identify areas in which advice is needed, consultants from colleges and the Department of Education should be utilized.

6. Experimental units can be developed in summer workshops for later testing and revision. The objectives, content and learning experiences of each unit should support the overall program objectives.

7. There should be continuous evaluation starting in the classroom with the teachers who are using the newly-developed materials. Their reactions will lead to further revision through the committee structure and another evaluation cycle.

The components of any curricular program must be considered, and are discussed here:

1. Objectives
2. Curriculum Organization and Content
3. Instructional Procedures and Materials
4. Evaluation

Step 4: Formulate Objectives

The crucial element in any program and the logical area of first consideration is the formulation of objectives. They determine the scope and direction of an instructional program and are actually the foundation on which other curricular elements are based. Naturally, they should conform to and advance the school district's philosophy.

Objectives are much abused. Teachers give them short shrift in their drive to get through the textbook—they are used to fill in spaces on the lesson plan. Once conceived and duly recorded, they are quickly forgotten or ignored. More often than not, the correlation between loftily-worded goals and what takes place in the classroom is zero.

Goals are of many kinds. Placed on a continuum, they range from the broad, general outcomes expected of a total program to the narrow, operational objectives of the daily lesson plan.

In devising objectives, the committee should determine *what they want the students to know and be able to do as a result of studying social studies from grade 1 to grade 12.* These broad goals can then be narrowed and made more specific for each year's course and subsequently for each unit in each course. Admittedly, this is no small task; however, it is obvious that without focus or direction, no program can succeed.

Educational objectives have been classified most successfully by Dr. Benjamin Bloom and his associates at the University of Chicago. In two landmark books, *Taxonomy of Educational Objectives: Handbook I—Cognitive Domain* and *Handbook II—Affective Domain* (McKay, 1956 and 1964), they divide objectives into *cognitive* (knowledge and skills) and *affective* (attitudes and values) categories, within each of which are arranged sub-classifications in order of intellectual sophistication. The categories are not mutually exclusive, many educators maintaining that thinking and feeling cannot be separated in an individual's response to a problem.

Cognitive Objectives

Bloom divides the cognitive area into (1) knowledge and (2) intellectual abilities and skills. *Knowledge* involves the recall of specifics and universals, methods and processes, or a pattern, structure or setting, with emphasis on the psychological processes of remembering. Abilities and skills emphasize the mental processes of organizing and reorganizing material to achieve a particular purpose. They range from comprehension, the lowest level of understanding, through application, analysis and synthesis to evaluation, in which quantitative and qualitative judgments are made about the extent to which materials and methods satisfy criteria.

Social studies skills have been receiving a great deal of attention from scholars. Perhaps the most thorough delineation of specific skills appeared in the 1963 yearbook of the National Council for the Social Studies, *Skill Development in the Social Studies*, edited by Helen McCracken Carpenter.[7] Listed are skills which are a major responsibility of the social studies and those shared with other subject areas. Under each, sub-skills are identified at different grade levels.

For example, the skill of "applying problem solving and critical thinking to social issues" involves the development of these sub-skills:

1. Recognizing that a problem exists
2. Defining the problem for study
3. Reviewing known information about the problem
4. Planning how to study the problem
5. Locating, gathering and organizing information
6. Interpreting and evaluating information
7. Summarizing and drawing tentative conclusions
8. Recognizing the need to change conclusions when new information warrants
9. Recognizing areas for further study
10. Using problem-solving techniques in meeting personal and societal problems

Critical Thinking

It is not our intention to reproduce in this booklet a list of "approved" objectives. However, we do want to promote one goal of social studies which we consider paramount and implicit in all the others. That goal is THINKING. Call it *critical* thinking, *effective* thinking, *rational* thinking, *reflective* thinking or whatever, it is what every social studies teacher should be trying to get his students to do most of the time.

[7] Obtainable in paper for $4.00 from NCSS.

Others agree:

> *"Presumably the chief business of education is to teach students to think."*—Hilda Taba[8]
>
> *". . . the purpose of education is not to fill the minds of students with facts, or to make them expert technicians. It is to teach them to think."*—Robert Hutchins.

What goes to make up the thinking process and how people think have been the target of increasing numbers of researchers from Dewey to the present. One operational definition of critical thinking identifies four main processes:

1. Identifying central issues
2. Recognizing underlying assumptions
3. Evaluating evidence or authority
   a. Recognizing stereotypes and cliches
   b. Recognizing bias and emotional factors in a presentation
   c. Distinguishing between verifiable and unverifiable data
   d. Distinguishing between the relevant and non-relevant
   e. Distinguishing between the essential and the incidental
   f. Recognizing the adequacy of data
   g. Determining whether facts support a generalization
   h. Checking consistency
4. Drawing warranted conclusions

There is mounting evidence to support the conclusion that children can be taught to improve their thinking ability. A series of lessons designed to strengthen the elementary school student's ability to think is "The Productive Thinking Program". So far developed are 16 lessons which make up the first series on General Problem Solving. Projected are other series on Understanding and Explaining, Invention and Innovation, and Creative Expression. The program consists of self-administering student booklets which teach the skills of original thinking and problem-solving by giving the student instruction and guided practice in using such skills as he works through the series. The lesson booklets feature mysteries and other problem-solving episodes, and feature two children of the reader's age who gradually learn to become better thinkers as the series progresses. The lessons are profusely illustrated in a cartoon-text format which helps carry the action of each problem, and the student is asked to write his ideas and practice various other thinking skills by filling in blanks and making written responses at a number of points in

[8] *Effective Thinking in the Social Studies*, edited by Jean Fair and Fannie R. Shaftel. 37th Yearbook of NCSS, 1967, p. 26.

each lesson. The program is distributed by Educational Innovation, Box 9248, Berkeley, California 94719. A sample set of Series One is $5.95.

A special course on thinking is not necessary, however. Many of the techniques described later emphasize this crucial process.

Two resources warrant examination:

Effective Thinking in the Social Studies, edited by Jean Fair and Fannie R. Shaftel. 37th Yearbook of NCSS, 1967. Paper, $4.00.

> Papers by leaders in the field focus on helping the teacher improve his students' thinking ability. Three projects singled out as productive of thinking skills are the junior high school project of Education Development Center, the Carnegie-Mellon grade 9-12 curriculum, and the Harvard Social Studies Project. The chapter on evaluating critical thinking is especially interesting. A must for every social studies teacher's library.

Education for Effective Thinking by Burton, Kimball and Wing. Appleton-Century-Crofts, 1960.

> This is "a simple, unpretentious introduction" to the subject, designed especially for teachers in service and in training. Extremely readable, it not only goes into the theory of thinking but makes numerous references to "everyday thinking" dealing with the practical affairs of life. The aim of the authors is "to give teachers an introduction to what it means to 'think' and to some of the processes through which the thinking of students may be improved."

Analysis of Issues

One other goal we consider basic to any social studies program is the critical and rational analysis of contemporary social issues.

While there is something to be said for studying history or any other subject for its own sake and intrinsic value, social studies can and should also serve the functional purpose of helping advance civilization by equipping students with the requisite intellectual skills and motivation to analyze and attack the serious problems which impede society's advancement.

Most of these problems—crime and delinquency, war, censorship, pollution, mental illness, changing moral values, etc.—are of an inflammatory nature but this should not discourage open and frank discussion of them. In fact, their controversial character makes analysis more urgent.

Affective Objectives

The affective area includes the values, appreciations and attitudes which influence human behavior. If the cognitive realm is considered to be related to intellectual behavior, the affective might be associated with emotional aspects. Admittedly, affective objectives do not lend themselves as readily to specificity and evaluation as do the cognitive.

Bloom and his associates identify five processes in the affective domain:

1. Receiving (attending)
2. Responding
3. Valuing
4. Organization (of values into a system, etc.)
5. Characterization (by a value or a value complex)

Here again the literature is replete with lists of beliefs and values which social studies should seek to develop. One in *Social Studies in Transition: Guidelines for Change* edited by Fraser and McCutchen[9] identified 14 beliefs of a free society and a world community; for example:

> Belief that all persons should possess equal rights and liberties which are, however, accompanied by responsibilities.

Formulating Objectives

As mentioned earlier, objectives consist of that knowledge and those skills and values *students* should acquire as a consequence of studying social studies. We emphasize students because they are the clients of the educational process and what they know and are able to do after pursuing a program of studies is the only valid test of an instructional program. If they do not measure up to the objectives set for the program, something is wrong with the program not the students.

In order to determine if students are meeting the objectives, they must *demonstrate* knowledge, skills and attitudes. Therefore objectives must be written in terms of how students behave; that is, in behavioral terms. As will be seen later, if this practice is followed, evaluation of a program is built in in the form of behavioral objectives.

To summarize, instructional objectives should consist of:

[9] Curriculum Series No. 12 (1965), NCSS, $2.25.

Examples of student behavior, and
Behavior that can be observed and measured.

Let us consider several objectives written in this way:

1. Instead of a general objective such as "To learn map reading skills", the following would conform to the criteria of behavioral objectives:
   a. The student is able to determine directions on a map and identify them.
   b. Given latitudinal and longitudinal points, the student is able to locate and identify major places on maps and globes.
2. The general objective, "To learn the qualities of good citizenship", can be improved by transforming it into the more specific:

   The student, on his own initiative, uses the democratic processes of student government to effect an improvement in the school.

Such objectives are in direct contrast to the general, ambiguous goals usually found at the beginning of a course of study, objectives which typically bear no relationship to either the content or methodology used in the unit.

The teacher attempting the difficult task of writing realistic instructional objectives will find help in the following sources:

Preparing Educational Objectives by Robert F. Mager (Fearon, 1966), is a programmed book which takes the reader through the steps.

Suggestions for Formulating and Writing Educational Objectives by Ralph H. Ojemann and David W. Hyde, Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113 (1967), is a clearly-written discussion of writing objectives for a method, a skill and an appreciation. Price, 35¢.

Vimcet Associates, P. O. Box 24714, Los Angeles, California 90024, have a series of 11 filmstrip-tape programs at $15.00 each which may be used to instruct either individuals or a group in writing objectives. No. 1, Educational Objectives, (25 minutes) gives an overall view of the process and the others go into more detail.

All of these sources stress the formulation of realistic objectives written in the form of behavior expected of students, behavior which can be assessed or measured. The day of ambiguous objectives such as "To teach students to be good citizens" appears to be past.

Conclusion

Curriculum revision involves translating the cognitive and affective objectives into desired student behaviors and organizing these into a meaningful pattern of curriculum content. A precise statement of objectives relating daily activities to terminal behaviors will permit evaluation of the success of the instructional program. In the final analysis, this will ". . . prevent teachers and administrators from fooling themselves . . . The fraudulent lists of loosely-stated objectives which precede typical courses of study sometimes fool us into believing that students have accomplished more than they have really achieved."[10]

Step 5: Choose Appropriate Content

Once the direction of the curriculum has been charted, decisions must be made about *what* to teach. In doing this, it should be kept in mind that the skills and techniques students master in dealing with content (the process) are of far greater importance to their future usefulness than the knowledge they absorb (the product).

Facts, concepts, terms, names, boundaries, statistics and even principles—the guts of the social studies—change inexorably and rapidly but techniques such as detecting hidden meanings in written material, spotting propaganda, separating fact from opinion, discerning trends, drawing valid conclusions from data—these skills students will use all their lives in dealing with social issues. Education which assumes that the growth of intellectual skills will serve the individual far better than mere facts and formulas is coming to be known as process-oriented education.

Guidelines

As stated previously, the department feels that the interests of social studies education can best be served by affording school districts the freedom to structure their own programs and courses, rather than by issuing a detailed, prescriptive state curriculum guide.

The following suggestions are offered as guidelines in the selection of appropriate content:

1. **Content is derived from objectives and should be selected to implement them.**

Only that content that contributes to the achieving of previously-determined objectives should be included in a course. All else should be ruthlessly eliminated.

[10] Edwin Fenton, *The New Social Studies*, Holt, Rinehart & Winston, 1967, p. 27.

If a course objective is to "cover" a textbook, that should be done. If, on the other hand, it is to get students to think or to become actively involved in community affairs, then going through a textbook may not be the most effective way to accomplish this.

The day-by-day coverage of a single sourcebook has long been the core of most social studies courses. This practice may be congruent with some course objectives but it is being increasingly called into question as an effective learning method. The curriculum projects have pointed the way toward the use of *multiple resources* studied in a *variety* of ways. They have shown that there is a wealth of engaging, thought-provoking material that can be used to further valid objectives.

2. Content should be interesting and relevant to students.

> "The temptation for the teacher, whose assignment it is to introduce young people to the realities of the contemporary world, is simply to avoid the crucial issues that arouse men's passions. And all too often this bland approach is heartily approved by the community at large. But the children are not deceived . . . they cannot avoid awareness that ours is a violent and hate-filled world. The classroom becomes not the place where they learn to understand and assess the forces that make conflict and tension in society, but a source of soggy platitudes and pallid half-truths."[11]

Students have remarked that walking out of the school building is like walking out of a movie theatre: coming from the world of make-believe into the real world.

Why should classes be interesting? "You've got to reach 'em to teach 'em." Students are experts at turning off and tuning out boring subject matter—we in social studies have given them lots of practice. Today's teacher is competing with much more exciting media—TV, radio, movies, magazines—and this has changed drastically the rules of the game. "Actually", says one commentator, "the mass communications of this country probably have more effect on the American mind than all the schools and universities combined."[12] To break through the familiar "I dare you to teach me" attitude, the content that teachers present to students must more closely approximate the more intriguing stimuli that bombard them from all sides outside of school.

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[11] James Cass, "The Teaching of Controversy", *Saturday Review*, May 18, 1968, p. 62.

[12] James Reston in *The Artillery of the Press.*

Lest we be misunderstood—this is not a plea for "the curious trivial as against the dull important . . . for sideshows and three-legged calves."[13] Substantive content need not be dull, as the writings and speeches of former HEW Secretary John W. Gardner and others attest.

Detractors will say:

"They don't have to be interested to learn."
"You can't make it interesting to everyone every day."
"It's good discipline to have to study things you don't like."
"You shouldn't 'water-down' content."

There may be a grain of truth in such reasoning but each can be effectively refuted.

An example: How can you jazz up the study of the structure of government with its familiar and mundane listing of departments, courts, agencies and organization charts? The Carnegie-Mellon course, Comparative Political Systems, captures students' imaginations with an account of the way American soldiers set up their own government in a World War II prisoner of war camp.

Another: How in the world can you make the basic economic concept of division of labor interesting to second-graders? The Elkhart Project Social Studies Curriculum does it by having them make cookies individually and on an assembly line.

Social studies doesn't *have* to be dull! We are dealing with the most intriguing of all organisms, man, yet in many of our courses we have pretty successfully screened out most that is interesting about him.

3. Content should be interdisciplinary.

It is time this highly-controversial question is laid to rest.

Good teachers have always understood the impossibility of competently presenting one social science without the incorporation of understandings from the other relative disciplines. Increasing emphasis of this approach reflects a recognition that one of the major objectives of the social studies program—the explanation of human social behavior—cannot be adequately achieved through single-discipline analysis. Students should be encouraged to view the totality as well as the multiple influences operative in all human experience.

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[13] Walter Lippman in his book, *Public Opinion.*

Social issues—the analysis of which is the *raison d'etre* of social studies instruction—do not fit neatly into social science compartments. Urban problems, air and water pollution, foreign policy, delinquency, government, agriculture—all have a nasty way of fanning out into multidiscipline areas. There may be justification for compartmentalization and specialization in higher education but in basic education, where students are learning to cope with the broad spectrum of life, it is completely unjustified.

By actual count, 65 percent of the 70 curriculum projects listed in the department's *Directory of Social Studies Curriculum Projects* are of the interdisciplinary type. A typical example is the High School Geography Project whose one-year course has as its first unit, The Geography of Cities, encompassing several disciplines. Its Cultural Geography unit draws heavily on anthropology. Even American history is experiencing a metamorphosis with a discernible trend toward an interdisciplinary American Studies configuration.

Pennsylvania's mandated courses in world cultures and American culture are prime examples of this emphasis, as are such courses as problems of democracy, international relations, area studies and conservation. The trend toward generalization is relentlessly seeping into the other disciplines; integrated courses in science and mathematics, for example, are becoming more common.

Critics may argue that teachers come out of college with a major competence in one field and are not equipped to teach in a broad area. This is a valid point because teachers teach what they know best. For example, a problems of democracy course under the direction of a former political science major is a government course; a world cultures course may be that in name only when taught by a teacher trained in history. This is a serious problem which must be dealt with. One answer is that as the movement toward a melding of the disciplines gains momentum, the colleges will have to adjust their teacher education programs to meet the new challenge, as some are already doing. This chicken-and-egg syndrome should not be allowed to impede progress.

One of the best examples of a locally-developed interdisciplinary curriculum in Pennsylvania is that of the Rose Tree Media School District, Delaware County. Each year's study is structured around five themes:

Man and his Natural and Cultural Environment
Responsible Citizenship and Governmental Development
Recognizing and Understanding World Interdependency
Economic Living
Conflict and Change

Content from the traditional courses (history, geography, etc.) as well as concepts and generalizations from the other disciplines are scattered throughout and studied where they fit into the thematic framework.

The emphasis on multiple disciplines implies the inclusion of as many as possible. The increasing attention to economics, anthropology and sociology is alluded to elsewhere. Another vital area of study that has still to achieve a major breakthrough is social psychology, the study of human interrelationships or man's relation to his social environment. This has such important implications for every individual, it is difficult to understand why it has not been an integral part of the curriculum before this.

Some promising materials now appearing may well bring this off:

> *A Teaching Program in Human Behavior and Mental Health* of the Preventive Psychiatry Research Program of the Educational Research Council of America (Ralph H. Ojemann, director) acquaints the elementary child with basic principles of human behavior, handling problems and examining their values. Materials consist of teacher handbooks for grades 1-6; a basic manual, "Developing a Program for Education in Human Behavior"; two series of pupil workbooks, "Why People Act as They Do" and "Needs and Feelings"; and supplementary reading booklets printed in i.t.a. Some materials are also available at the secondary level. For complete list and prices, write the Council at Rockefeller Building, Cleveland, Ohio 44113.
>
> SRA's *Social Science Laboratory Units* for grades 4-6 are a multi-media program that introduces students to the field of social psychology by presenting samples of human behavior to be observed, discussed and explored in the manner of social scientists, using the classroom as a laboratory. The seven units are Learning to Use Social Sciences, Discovering Differences, Friendly and Unfriendly Behavior, Being and Becoming, Individuals and Groups, Deciding and Doing, and Influencing Each Other. Materials include a student's Resource Book, seven Project Books, five records, teacher's guide and the booklet, "The Teacher's Role in Social Science Investigation" by Lippitt, Fox and Schaible. Contact SRA, 259 East Erie Street, Chicago, Illinois 60611, for details.

A discussion of the interdisciplinary approach together with a sample K-12 program embodying it is included in *Discovering the Structure of Social Studies* by James G. Womack (Benziger, 1966).

An interdisciplinary approach permits the study of a wide range of subject matter. Examples of uncommon courses offered in Pennsylvania schools are:

Comparative Religions
Local History
Folk Cultures
Social Awareness
You and the Law
Humanities

The current emphasis on merging the disciplines should not cause the pendulum to swing entirely away from single-discipline courses, which have a definite place in the curriculum. They not only allow students to pursue one area of interest in depth but are vehicles for learning the techniques of a specific social science.

4. Emphasis should be shifted from memorization of facts to understanding of concepts and generalizations.

It is unfortunately true that the most strenuous mental exercise expected of students in most social studies classrooms is the memorization of unrelated facts in preparation for an examination. This is because for too many teachers, the textbook *is* the course of study, to be covered in 180 class sessions.

Fortunately for students, teachers and the social studies, curriculum projects are blazing a new trail—toward an understanding of the major concepts and generalizations inherent in content.

No one will deny that exposure to factual material must precede perception of interrelationships and generalizing, but most teachers stop with the facts and deny their students the opportunity to inquire into and play with those facts. Long after the student has forgotten the details of the Ostend Manifesto, for example, he should remember that the United States intervened in the affairs of the fledgling Latin American republics and threw up a protective shield around them in its own self-interest.

The major ideas, concepts and principles—not the details—should be the residue of social studies instruction. They should be discovered and determined by the student himself, not told to him by the teacher, after a consideration of the factual narrative.

Several lists of concepts from the social science disciplines have been published recently. Some give basic concepts with sub-concepts at each grade level.

Social Studies Framework for the Public Schools of California, California State Department of Education, 1962, pp. 89-109.

A Conceptual Framework for the Social Studies in Wisconsin Schools, Wisconsin Department of Public Instruction, c. 1965.

A Guide for Concept Development in the Social Studies. Colorado Department of Education, 1967.

Major Concepts for Social Studies by Roy A. Price et al. Social Studies Curriculum Center, Syracuse University, 1965.

Womack's book mentioned above, *Discovering the Structure of Social Studies,* devotes considerable space to a discussion of concepts and generalizations.

5. Content should provide for the depth study of representative cultures from each major culture area of the world to create an understanding and recognition of the value of cultural differences.

Contemporary conditions are not fully explained by studying only one phase of a culture such as the political. Family structures, land tenure systems, child-raising habits, ways of making a living, the physical environment and combinations of these and many other factors must be drawn upon. Even institutions and associations of a sensitive nature, such as kinship groups, marriage and religion, are essential topics for cross-cultural study.

Merely demonstrating the dress of a foreign culture, sampling its food and celebrating its holidays do not in themselves satisfy this approach any more than wearing blue jeans and eating hot dogs provide more than a superficial insight into the American way of life. Unless the reasons for these customs are identified and the customs themselves lead to understanding important features of the culture, the potential value of this kind of activity is not realized.

6. Content should emphasize the contributions and role of all racial, ethnic and religious groups.

Ours is a pluralistic society. Out of this diversity, we have achieved a high degree of unity. However, persistent prejudicial and discriminatory feelings and behavior against "out-groups" are still a part of the American scene. Even where no overt behavior is demonstrated, there is a discouraging lack of evidence that man has become more sensitive and concerned for the welfare of his fellow man.

This condition of society has been accurately reflected in learning materials and school programs through the years. Minority groups have been denied recognition proportional to their numbers and contributions to the fabric of American life. As a result, neither minority nor majority children have been educated to live in a multicultural society.

It appears that this long-standing sin of omission is about to be rectified. More and more materials that give minorities their due are being published. An increasing number of states, including Pennsylvania, are requiring that minority-group study be incorporated in the curriculum where appropriate.

Within the social studies curriculum should be incorporated content and experiences to develop the following understandings and attitudes:

a. Awareness that not all members of a group have all the characteristics ascribed to that group, and that no characteristic is typical of every member of any one group and of no other group.
b. Awareness that there is a wide range of physical and mental abilities and talents among members of every racial and ethnic group. No group is inherently superior in ability to any other.
c. Recognition that among members of all racial and cultural groups are to be found similar needs, desires, feelings and problems.
d. Realization that differences in attitudes and behavior are determined largely by one's cultural environment and, therefore, are changeable.
e. Recognition that valuable contributions to the American way of life have been made by persons of all cultures.

7. Content should be tailored to a wide range of student abilities and interests.

It has been suggested that "individuality in learning is not only possible in the classroom; it is the only way anyone learns, in the classroom or out."[14]

The long-held assumption that all children of a particular chronological age are interested in and competent to study the same material in the same way is being more vigorously challenged today than ever before. Tracking or ability grouping has been with us for a long time but now even this is being considered a band-aid half-measure. Publishers are increasingly producing materials with an upper-grade interest level written at a lower-grade reading level.

At the far end of the continuum is individualized instruction characterized by such techniques as programed learning and independent study. In some programs, there is practically no socialized group learning. Perhaps a judicious combination of individual and group activity is the wisest course.

[14] I/D/E/A Reporter, Fall Quarter, 1968, p. 3.

There is no one best way to communicate with all students—the gifted, the deprived, the non-verbal, the unmotivated—all need specialized group experiences, and the unique individuals in each group will profit from various independent learning situations adapted to their needs and capabilities.

Single-concept films, study prints and multi-media kits are especially helpful in facilitating independent activity. Resource centers equipped with slide projectors, slide-tape presentations, filmstrips and other audio-visual materials encourage flexibility as well as individualized study. "In the final analysis, however, it is not the addition of more hardware to the classroom that will of itself, effect greater individualization of instruction any more than the addition of more hardware to the kitchen produced gourmet meals . . . the critical factor is not a mechanical but a human one . . . *the most important single resource in individualizing instruction* still is the creative teacher."[15]

8. Content is multi-media.

It is time we changed the picture labeled "content" in our heads from a textbook to books, pamphlets, records, tapes and all the rest of the vast panoply of media the teacher can dip into. Teachers know all these things are there but still when they ask, "What are we going to teach them?", they are really saying, "What textbook are we going to use?"

Multi-media is one of the great lost opportunities in education, as the media people have been saying for years. It is folly to forget that non-print audio and visual learning materials can clarify concepts, stimulate emotions, excite curiosity and turn students on as no textbook or teacher lecture can. To deny students a full range of stimuli to learning is in a sense tragic.

The reasons given for this malpractice are familiar and mostly phony. "The film doesn't come when I want it." "The administration won't buy these things for us." "I don't know how to run a projector." Ad infinitum, ad nauseam. Some are legitimate complaints but it has been proven repeatedly that if teachers are serious about making their courses a truly multi-media experience, they can overcome the obstacles of administration, acquisition and operation that may arise. It sometimes takes some improvisation, creativity and pre-planning but the dividends make the effort eminently worthwhile.

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[15] Huber Walsh, "Learning Resources for Individualizing Instruction", *Social Education*, May, 1967, p. 419. Italics added.

Step 6: Plan Effective Teaching/Learning Techniques

Objectives have been determined (the *where*), content has been selected (the *what*); it now remains to develop the *how* (instructional techniques) and the *how well* (evaluation).

Curriculum developers, in devising teaching/learning strategies, need to refer frequently to the course objectives to make certain that methods are chosen which implement the goals. It is easy to ignore objectives and develop a set of strategies which may be good but which fail to accomplish what the course is designed to do.

Individual differences among teachers will to some extent dictate what methods are used and which are most effective. As long as they are congruent with the goals and are successful (from both the students' and the teacher's viewpoints), they are effective.

One absolute prerequisite for any successful method is that *the students must be actively involved.* Far too many students are passive observers watching the teacher perform and occasionally answering teacher questions. Effective learning takes place only when students are active participants in the teaching-learning process—whether in or out of the classroom.

Guidelines

Offered here are general guidelines which it is hoped will help lead to successful, effective learning.

1. A variety of techniques should be tried.

It may be possible for a teacher to be successful using the lecture-discussion method, or any other, exclusively. However, most teachers have found that "there is no one strategy that always seems to 'work'; it is necessary to use a variety of techniques not only to avoid boredom but also because some strategies seem appropriate to achieve particular objectives."[16]

The catalog of teaching/learning strategies and resources is enormous. The Division of Social Studies maintains an Innovation File of techniques used in the state and can supply the names of school districts which have been successful in using those marked with an (*). We would like to hear of your experience with any of these—and others.

[16] *Cases and Controversy: Guide to Teaching the Public Issues Series, Harvard Social Studies Project,* American Education Publications, 1968, p. 9.

a. *Lecture*

Listed as one of the two most commonly-used instructional methods by 70 per cent of Pennsylvania's social studies teachers in a 1965-66 PDE survey. One of the most efficient ways to transmit a body of information. Also one of the most difficult to do well. Frequently overdone.

Studies of teacher behavior show repeatedly that most classroom instruction consists of teacher talk 70-80 per cent of the time. The all-too-familiar role of the teacher as a talking textbook has done much to damage the image of social studies in the eyes of students.

b. *Discussion*

By far the most used teaching technique—94 per cent of the teachers listed it in the survey mentioned above. Often effective in letting students test their ideas before others and learn from others' positions. Frequently becomes an exchange of ignorance or may be dominated by the most talkative students. More frequently, what passes for discussion is short student answers to teacher questions. If handled expertly, can be one of the most effective teaching tools.

Two aids to teachers in learning how to structure questions and conduct discussion are:

Classroom Questions—What Kinds? by Norris M. Sanders, Harper & Row, 1966. $2.50.

Dissects the questioning technique into its most basic elements. Formulates a structure for questioning based on the levels of sophistication in Bloom's *Taxonomy of Educational Objectives.*

Cases and Controversy: Guide to Teaching the Public Issues Series, Harvard Social Studies Project, by Donald W. Oliver and Fred M. Newmann, American Education Publications, 1968.

The major purpose of the Harvard Project is "to help students analyze and discuss persisting human dilemmas related to public issues" through use of case studies. This guide outlines for the teacher different types of approach.

A companion booklet, *Taking A Stand: A Guide to Clear Discussion of Public Issues,* one of the Unit books in the Harvard Project series, is for use by students to learn the art of effective, productive discussion using two case studies as illustration. It would be an excellent initial unit for any social studies class in which the discussion method is used.

(Both booklets are available for 35¢ each from American Education Publications, Education Center, Columbus, Ohio 43216.)

c. *Oral Reports*

Should be used for a definite purpose: Bring information to class, present a point of view, give students practice speaking before group, among others. May be made more effective with student-made transparencies, charts, etc.

d. *Written Reports*

Need to be closely supervised or may amount to nothing more than copying from an encyclopedia. Allows student to research in depth on a specific subject in which he is interested.

e. *Debates, Symposia, Panel Discussions*

Useful for bringing out all sides of controversial issues.

* f. *Field Trips*

Extremely effective in breaking down classroom walls, learning about community first-hand. Requires administrative cooperation. Used by only one-fourth of Pennsylvania social studies teachers (PDE survey). Most are of the one-day type but three-four-day trips are becoming more common. Good opportunity for student planning.

* g. *Resource Speakers*

Bring the community into the classroom. Little-used technique with high potential. Particularly effective in learning about foreign cultures, local problems, abstract issues. Every community has experts willing to speak: government officials, missionaries, Peace Corps returnees, travelers, servicemen, etc. Some districts have compiled directories of available speakers. Can give an added personal dimension to learning.

* h. *Telelecture, Speakerphone*

Low-cost way to give students verbal contact with state and national leaders and experts. Consists of amplified telephone setup by which resource people talk from their home or office with one or more classes in a two-way conversation. May be supplemented with slides or transparencies. For details, contact telephone company.

* i. *Role Playing*

Adaptable to all age levels and any subject. Useful in analyzing complex situations and in bringing out students' ideas, values, prejudices.

Resource:

Role Playing for Social Values: Decision Making in the Social Studies by Fannie R. Shaftel, Prentice-Hall, 1967.

* j. *Simulation Games*

Operating models of physical or social situations. Help elementary and secondary students learn concepts, skills, critical thinking and much more in an exciting format. One of the prime motivational devices available. Some representative games:

(1) *Euro-Card*—students learn to locate and summarize information about European nations.

(2) *Market*—teaches concepts of supply, demand and price.

(3) *Democracy*—problems faced by law-makers in the decision-making process.

(4) *Portsville*—students develop an undeveloped area into an industrial city (Seattle).

(5) *Gettysburg*—students play role of military strategists.

(6) *Ghetto*—students assume the roles and face the problems of ghetto residents.

Some may be played in one class period and some take longer. A group of schools in Allegheny and Armstrong counties have interscholastic games in competition in social studies, English and mathematics, the winners going to Nova Schools, Fort Lauderdale, Florida for the annual National Academic Games Olympics.

Resources:

Simulation Games for the Social Studies Classroom, 1968, Foreign Policy Association, 345 East 46th Street, New York, New York 10017. $1.00.

Gives an overview of gaming—what it can and can't do—and describes 25 games.

"Simulation Games for Social Studies", Social Studies Division, PDE.

Lists and gives brief description of games, procedures, books and films.

* k. *Community Surveys and Studies*

Using the community as a laboratory is one of the best ways to make learning relevant—it is what is going on now, it is close at hand and it helps to break down school-community barriers. May take many forms—surveys of social services, the com-

munity's economy, political (power) structure, history, etc. The tape recorder is a useful tool in making such studies.

Resources:

Pennsylvania: A Student's Guide to Localized History by S. K. Stevens, 1965. Bureau of Publications, Teachers College, Columbia University, New York, New York.

Gives a brief resume of Pennsylvania history and describes research techniques in local history.

Teaching History with Community Resources by Clifford L. Lord, 1967. Bureau of Publications, Teachers College, Columbia University, New York, New York.

A how-to-do-it booklet aimed at the teacher. Packed with ideas for getting students involved in a meaningful study of local history.

"Taped Interviews and Community Studies" by Gould P. Colman, *Social Education,* December, 1965.

l. *Tape/Slide Presentations*

To get the term paper out of the written format, students present the results of research in pictorial and audio form with slides and taped narration. Can be retained and used with subsequent classes.

m. *Films*

More and more students and teachers are making short 8mm films as a means of illustrating concepts or documenting a study. Can be very effective but requires supervision.

n. *Student Interns*

Practical plan to get students into the community, perform useful work and learn about the community firsthand. Arrangements are made with municipal offices, social agencies, etc. for students to work on a regular basis on projects which relieve regular staff. This longer-term plan is preferable to the more common Students-in-Government Day in which students assume municipal offices for one day only.

Resource:

Promising Practices in Civic Education, NCSS, 1967, describes this and many similar projects as the result of a nationwide survey. A valuable resource. $4.00.

o. *Student Exhibitions*

Historamas, geography fairs and other exhibitions of student projects are excellent motivators for the academic and non-academic student alike. Often regional exhibits with neighboring schools can be arranged. The Pennsylvania Federation

of Junior Historians conducts a statewide history fair at its annual convention.

p. *Oral History*

Using a tape recorder for interviewing older residents is an excellent way to preserve local history for succeeding generations. Makes history come alive for students as nothing else can.

Resources:

"Oral History as a Classroom Tool" by Charles T. Morrissey, *Social Education,* October, 1968.

"Taped Interviews and Community Studies" by Gould P. Colman, *Social Education,* December, 1965.

"Tape-Recording Local History" by William G. Tyrrell, Technical Leaflet 35, American Association for State and Local History, 132 Ninth Avenue, N., Nashville, Tennessee 37203. 25¢.

World Tapes for Education, Box 15703, Dallas, Texas 75215, an organization of tape enthusiasts, has in its tape library for loan interviews with eyewitnesses of historical events which add a new dimension to history study.

Oral History Association, Box 20, Butler Library, Columbia University, New York, New York 10027.

q. *Exchange Projects*

* (1) Tape Exchanges

Highly effective means of learning about other regions, nations and cultures. Tapespondence can be initiated with schools in other parts of U.S. and abroad by joining organizations which provide rosters of interested schools. One of best known: World Tapes for Education, Box 15703, Dallas, Texas 75215.

(2) Pen Pals

Good individual learning activity which develops many skills and is lots of fun. Some sources:

(a) World Pen Pals, 2001 Riverside Avenue, University of Minnesota, Minneapolis, Minnesota 55404. Ages 12-20. 35¢ service charge for each request.

(b) English Speaking Union, Pen Friend Division, 16 East 69th Street, New York, New York 10021. Ages 9-16. No charge.

(c) International Friendship League, 40 Mount Vernon Street, Boston, Massachusetts 02108. $1.00.

(d) League of Friendship, P.O. Box 509, Mount Vernon, Ohio 43050. Ages 12-25. 35¢ per name.

* (3) Exchange Students

U.S. students spend summer or school year living with family in foreign country and foreign students enroll in American schools for a year. Student becomes built-in resource person. Excellent public relations for school. Best-known organization: American Field Service International Scholarships, 313 East 43rd Street, New York, New York 10017.

(4) School Exchanges

* (a) School Partnership Program, Peace Corps, Washington, D.C. 20525. U.S. schools raise and contribute $1,000 to supply materials to build a school in a developing nation. Results in vigorous exchange of photos, tapes, letters and other materials.

* (b) School-to-School Program, American Cooperative Schools, U.S. Department of State. Exchange of teachers, students and learning materials. Write Director, Office of Overseas Schools, Department of State, Washington, D.C. 20520.

(c) School Affiliation Service arranges classroom-to-classroom relationships between U.S. and foreign schools. Write American Friends Service Committee, 160 North 15th Street, Philadelphia, Pennsylvania 19102.

(d) People to People, School Exchange Program, 2401 Grand Avenue, Kansas City, Missouri. Matches U.S. and foreign classrooms resulting in exchange of letters, photos, displays, etc.

r. *Student Organizations*

Much learning can result from an informal extracurricular arrangement as provided by school chapter affiliation with subject-matter organizations such as:

* (1) Pennsylvania Federation of Junior Historians
Historical and Museum Commission
Box 1026
Harrisburg, Pennsylvania 17108

* (2) Pennsylvania Junior Geographers
Mrs. Nora Covode, State Coordinator
Richland Junior High School
Johnstown, Pennsylvania 15904

* s. *Television*

Many excellent programs are being developed nationally and regionally. The increasing use of videotaping eliminates the scheduling problem which has severely limited ETV. Some schools are investing in cameras and producing their own programs for closed-circuit dissemination, a valuable use of student talent.

* t. *Student Conferences*

Numerous opportunities exist for students to learn in an out-of-classroom atmosphere through the medium of assemblies and conferences. Model United Nations, legislatures, international days, youth forums, Boys State, etc. have built-in motivation and teach skills not possible in the traditional classroom format. The Social Studies Division maintains an annual calendar of such special events.

Most of these techniques are not new—teachers and students have been using them for years. Yet *most* teachers limit their instruction to one or two—usually lecture and discussion—and thereby deprive their students of many exciting and realistic learning experiences. Once a teacher gets his notes for a course set, is familiar with the textbook, and develops an easy pattern for teaching, it sometimes takes a revolution to get him to deviate from the familiar and try something different. Here is the crux of why social studies is held in low esteem by many students.

2. A variety of approaches to learning should be used.

a. *The Discovery Approach*

Also known as *inductive* or *indirect learning* or *inquiry*. In this approach, the student is encouraged to discover on his own the facts, concepts, principles and generalizations inherent in subject matter content. It epitomizes a recent statement by John Gardner: "All too often we are giving our young people cut flowers when we should be teaching them to grow their own plants." It is a departure from the traditional expository method whereby the teacher or a textbook gives the student all the answers.

So much learning in social studies classrooms consists of a recital of dates, events, laws, causes, results and principles; in this system, there is no place for a student's curiosity, wonderment, reflection, inquisitiveness. "Here is the material—learn it." Questions are discouraged—they take up time and the teacher may not be able to answer them. "What-if" postulations

are rejected as a waste of time—"that isn't the way it happened." Everywhere the student turns, the answers are given: the narration of the films he sees leaves little to the imagination, captioned filmstrips explain what is going on.

Teachers have been using the discovery method for years but the current emphasis on it will spread its use to many more. One of its strongest points is the change it gives to the teacher-student relationship. From being the fount of wisdom and an answer-giver par excellence, the teacher in a discovery situation changes into a director or facilitator of learning. Self-education becomes the chief vehicle of learning and students assume more responsibility for their own progress.

Two kinds of discovery may be used. In the *open-ended approach*, the teacher has not previously decided what knowledge or conclusions the students are supposed to gain from the exercise. He is willing to accept whatever issues and approaches they suggest, so long as they seem serious and relevant. The *closed approach* occurs when the teacher knows what outcomes he expects and, with varying degrees of subtlety, leads or prompts the students to reach the right conclusions.

How does "discovery learning" work out in practice? J. Richard Suchman, one of the pioneers of discovery in science education, developed a technique in which a three-minute silent film was shown illustrating a scientific principle. Students were then permitted to ask questions which could be answered affirmatively or negatively. From this process, they were to decide what was taking place and deduce the principle.

From *geography*:

> A diagrammatic sketch of a real or imaginary community is drawn on the board showing waterways, roads, industries, etc. By making inferences and suppositions, the students try to determine what the symbols stand for, what kind of a town it is, how the people make their living—in effect, a profile of the town. They may arrive at completely different but just as valid conclusions as the teacher had in mind.

Another:

> A map of India is projected showing only the rivers. Students are asked to speculate where the major cities are located. As discussion wanes, an overlay fills in the mountains, plateaus and lowlands. Further discussion. Then a climate overlay and another showing rainfall. With each overlay, the hypotheses of the students become more pointed. The final overlay pinpoints the cities, accompanied by animated discussion of why they are where they are.

Another:

A series of photographs of people of different nationalities is shown to students, who are to infer what country they represent from the visual evidence. The same can be done with photographs of places.

As may be seen, discovery as a technique is best used intermittently throughout a course. As teachers become more expert at it and more knowledgeable about its applications, it will become more a part of many courses.

Resources:

Inquiry in Social Studies by Byron Massialas and Benjamin Cox, McGraw-Hill, 1966.

The Study of Totalitarianism: An Inductive Approach (A Guide for Teachers) by Howard D. Mehlinger. Bulletin No. 37, NCSS, 1965. $2.00.

Inquiry in the Social Studies by Rodney F. Allen, John V. Fleckenstein, and Peter M. Lyon, eds. Social Studies Readings No. 2, NCSS, 1968. $2.25.

"Inquiry in the Classroom—A Strategy for Teaching" by Barry K. Beyer. Reprint from *Today's Catholic Teacher*, September 13, 1968, 51 pages.

Teaching the New Social Studies in Secondary Schools—An Inductive Approach by Edwin Fenton, Holt, Rinehart & Winston, 1966.

Creative Encounters in the Classroom: Teaching and Learning Through Discovery by Byron G. Massialas and Jack Zevin. Wiley, 1967.

b. *The Case Study Approach*

Known also as *depth studies* or *postholing*. This approach involves the study of a limited situation or a relatively small class of phenomena rather than a survey of a broad movement or period of time. The rationale is that conclusions reached in such a study will be applicable to a more general class of incidents.

This might take the form of a comprehensive examination of a representative country in each of the major culture areas of the world in a world cultures course instead of attempting a study of each nation.

Examples are the Harvard Social Studies Project's Public Issues Series (see page 57 in Appendix) and the Eagleton Studies on Practical Politics available from the Eagleton

Institute of Politics, Rutgers University, New Brunswick, New Jersey.

c. *The Problems Approach*

Sometimes wishfully called the Problem-Solving Approach. Subject content is considered as a series of problems to be investigated and alternative solutions proposed. May center around conflict situations (e.g., personal liberty vs. public welfare). Gives a different focus to traditional content. It is applicable to almost any social studies course. For example, an American history problems course covered the period from discovery to the present through the study of 22 problems.

Resource:

The Problems Approach and the Social Studies by Richard E. Gross and Raymond H. Muessig, eds., NCSS Curriculum Bulletin, 2nd revision in preparation.

d. *The Chronological-Historical Approach*

The most commonly-used method of teaching history. Gives students a sense of chronology but is sometimes criticized as the "one damn thing after another" approach.

e. *The Topical or Thematic Approach*

A single topic or theme (e.g., organized labor, political parties, immigration, civil rights) is studied through the span of history.

f. *The Multi-Media Approach*

This is nothing more than using a variety of teaching/learning media to help students learn. Weaning teachers away from sole dependence on one medium—the textbook—is one of the hardest problems supervisors face. Teachers must be shown that the use of a variety of media can often be more effective than one or two methods used day after day.

g. *The Expository-Descriptive Method*

Probably used by more teachers than any other method. Narrative story or description of events with little or no emphasis on interpretation or analysis. Criticized as not going far enough—gets the facts across but doesn't make use of them. Can be improved by elaboration:

Why did it happen?
Could it happen again?
Any counterparts today?
What conditions caused it to happen?
How was it resolved?
Why did it turn out that way?
What might have been a better way?

Step 7: Evaluate The Effectiveness Of The Program

Evaluation is the culmination of the instructional process—and with evaluation this process comes full circle. If the student hasn't learned or if his behavior hasn't changed as a result of participating in the learning program, the program—not the student—has failed.

Thus evaluation is concerned primarily with determining if the program has achieved its objectives. Since they are (or ought to be) stated in terms of student behavior, evaluation becomes a matter of determining what students know or can do.

It cannot be stressed too strongly that *the outcomes of the evaluation must be congruent with the objectives.* One of the most frequent breakdowns in the total teaching/learning process is the expression of commendable goals of instruction accompanied by testing for an entirely different set of outcomes. Every teacher is obligated to examine his evaluation procedures rigorously to see that this does not happen.

Of course the ultimate test of any program is the behavior of students once they have completed it—after they leave school. Surveys of graduates can often yield important insights into the effectiveness of a program of instruction.

Much has been written about the menace of testing and its handmaiden, grading. Grades have been called "academic sanctions available to teachers. Teachers must realize that grades are only an indication of a small portion of a student's growth in school. They are important because among its other functions the school is a certifying agency of society. But they are not all-important."[17]

There is no doubt that the process of testing and grading builds a barrier between teacher and students, both of whom wish it could be eliminated. Some colleges and schools are experimenting with no-grade and pass-fail courses. If this movement gains momentum, it might affect drastically the entire evaluation procedure. Of course, in a non-graded situation, students do not fail; some may take longer than others to do the work.

Unfortunately, testing has a basically negative connotation: to many, a test is a device to find out what a student *doesn't* know. Part of the reason may be the feeling that "most teachers . . . teach much better than they test."[18] It should always be kept in mind that the

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[17] *Evaluation in Social Studies*, Harry D. Berg, ed., 35th Yearbook of NCSS, 1965, p. 135.

[18] Frederick R. Smith and C. Benjamin Cox, *New Strategies and Curriculum in Social Studies*, Rand McNally, 1968, p. 107.

main goal of evaluation is improvement of the results to be achieved and that testing can and should be used as a learning device.

Testing! Testing! Testing!

Teachers use a variety of means to determine students' progress including:

1. Objective tests
2. Essay tests
3. Projects
4. Research papers
5. Oral reports
6. Written assignments
7. Participation in class discussion

The grades for such activities are usually incorporated into a formula from which a single grade is derived for the year's work.

Other methods may be used:

1. Students' evaluation of their own or others' work
2. Teachers' anecdotal reports
3. Individual teacher-student conferences

If you want to know what teachers consider important, look at their tests. By their tests shall ye know them! Since tests are most commonly used as a basis for assigning grades, they pretty largely determine what students see as important to learn. Thus it may happen that what the teacher attempts to teach and what the students try to learn may not be the same.

Testing for Factual Recall

An examination of most teacher-made tests reveals almost an obsession with factual recall. The reason is simple: Factual test items are easier to construct.

Students learn quickly how to play the game. The first test in a new class tips the teacher's hand; the students who care about their grade know the kind of material to memorize. Questions such as, "Do we have to know this?" and "How much of this chapter are we responsible for?" yield more information. The year-long battle of wits is on!

Sometimes evaluation gets in the way of achievement. A common technique for keeping students on their toes is the daily check quiz. While the teacher is certain it forces the students to read the assignment, the latter become surprisingly adept at skimming

page after page, mentally seining out the kind of information they know will be on the quiz. An additional danger is that such tests may teach students to place major emphasis on learning isolated bits of information.

The essay test is universally cited as the way out of the factual recall dilemma. Here, it is claimed, it is possible to ask "thought questions" which require more than memorization. This is true—this is *possible*—but the essay test as used by many teachers is one of the most-abused learning devices extant. Such questions as, Describe briefly the development of national states from 1500 to 1900, and Discuss the events leading to the Civil War, are blatant recall items disguised as thought questions—and they are evaluated as such by the teacher who blithely checks off each event recalled and adds them up for the grade.

Testing for Critical Thinking

Moving beyond the relatively easy task of devising factual questions, teachers find measuring competence in critical thinking much more arduous. Even teachers who encourage their students to use objective analysis and critical thinking in class discussion revert to questions of fact on their tests. However, with patience and ingenuity this too can be learned. One way is by use of Educational Testing Service's do-it-yourself kit, "Making Your Own Tests", which shows teachers how to plan, construct and analyze objective tests on three levels: remembering, understanding and thinking.[19]

The specific behaviors involved in critical thinking may be embodied in test questions; questions which, for example, ask for:

1. A common factor
2. The result of a development
3. A comparison, contrast or analogy
4. A conclusion drawn from data
5. The analysis of a quotation
6. The consequences of a possible change
7. The explanation of a sequence
8. The application of a principle
9. The implications of a policy, point of view or principle[20]

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[19] Includes 3 color filmstrips, 2 long-play records, and 28-page Work Kit preprinted on ditto masters. Complete set $25. Cooperative Tests and Services, Educational Testing Service, Princeton, New Jersey 08540.

[20] Berg, op. cit., 1942.

Another exercise to measure the ability to do critical thinking presents the student with a problematic situation to which he has not already learned the "right answer."[21]

Some evaluative instruments that may prove useful:

Selected Items For The Testing Of Study Skills And Critical Thinking by Horace T. Morse and George H. McCune. Bulletin 15, NCSS, Rev. ed., 1964. $1.50.

Watson-Glaser Critical Thinking Appraisal. Harcourt Brace & World, 1961. Assesses ability to draw inferences, form conclusions, recognize assumptions, make deductions and evaluate arguments.

Not only are these instruments useful in themselves but their questions are valuable to teachers as models for making up their own test items.

A wide variety of stimulus material can be devised by teachers to test critical thinking: verbal passages read to the students, maps, graphs, tables, charts, cartoons and argumentative dialogues on controversial subjects (e.g., slavery, imperialism, government's role in the economy, involvement in wars).

Testing for Attitude-Value Change

The really difficult task in evaluation is determining change in student attitudes and values. This kind of measurement confounds measurement specialists as well as classroom teachers. Not only is there little agreement on the precise definition of the terms themselves, it is difficult to translate them into specific behaviors which can be evaluated. Resistance is sometimes encountered by those who feel that attitudes and values are the private concerns of individuals and should not be probed by teachers. There is some research to show that schools have little effect on the affective characteristics of students, so why disturb the status quo with useless inquiries. Others feel it cannot be done and should not be attempted. Another viewpoint:

> *Evaluation of affective traits must be separated from grades . . . The school can rightfully hope and expect its students to modify values, change attitudes and develop new appreciations. It should study to determine whether or not it is successful. However, it cannot reward nor punish students who do not do so any more than a physician should reward or punish patients for following or disregarding his advice.*[22]

[21] *Ibid.*, 83.
[22] *Ibid.*, 135.

It has been suggested that objectives which should not be graded may be the most important outcomes of the educational process.[23]

There is little published help for teachers; only a few affective instruments have been produced. *New Strategies and Curriculum in Social Studies* by Smith and Cox, cited above, has a list of seven attitude scales.

Methods of measuring attitudinal change leave much to be desired and force teachers to use other means of evaluation:

1. Teacher observation of student behavior
   a. In classroom situations (e.g., group discussion, role-playing)
   b. In activities outside the classroom (e.g., in student government)
2. Anecdotal records
3. Sociometric devices (e.g., sociograms, participation schedules)

Students taking an opinion test or attitudinal survey must decide whether to reveal honestly their own attitudes and values when they might be unpopular. Often they give the socially-approved response which, in many instances, is not confirmed by appropriate behavior patterns.

Follow-up surveys may indicate the extent to which affective objectives have been realized in the adult lives of former students.

Standardized Tests

Both teacher-made and commercial standardized tests have their proper function—the former for short-term lesson and unit evaluation and the latter for long-range assessment of more generalized progress. There are over 100 commercially available social studies tests. A list and brief description of 47 of them may be found in the appendix of *Evaluation in Social Studies*, Harry D. Berg, ed., cited above.

The basic reference for all tests is the *Mental Measurement Yearbook* series, issued periodically by the Gryphon Press. Each volume provides information about several hundred published tests plus some critical reviews. The latest in the series, *The Sixth Mental Measurement Yearbook*, was published in 1965.

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[23] *Ibid.*, 15.

Epilogue

That's our story!

If it suggests any practical ideas, techniques or materials you can adapt to your teaching, clears up any ambiguities or puts to rest any nagging problems—it will have served its purpose.

Above all, this booklet is meant to be read and re-read, thumbed through and referred to repeatedly. We hope it becomes a good friend to whom you turn time after time.

We have not commented on every aspect of social studies education. If there are glaring omissions you feel should be rectified in future editions, we would welcome your comments. We have tried to take a stand where we felt it was called for. You may or may not agree with our positions. Here again we invite your reaction.

The elementary and secondary bulletins published by the PDE in the early '50s tended to assume a permanence that implied, "This is it for the next 20 years." We are fairly certain today that social studies is not going to remain stable that long nor that what is written here will be valid even two years from now. And we hope it won't be.

The present ferment is toppling sacred cows and shattering tradition-bound myths that have been impeding progress for years. While many advances have been made, there is much more to be accomplished before social studies will fulfill the lofty objectives expected of it.

We plan revisions of this booklet to keep it abreast of new developments, ideas and materials and would welcome your suggestions.

Appendix

Standards For Quality Social Studies Programs

A. Some Questions for Curriculum Planners

1. Can we plan a *comprehensive, cumulative, and coherent program* for the entire range of grades from kindergarten through grade 12?
2. How can we utilize *all the social science disciplines* in our overall social studies program K-12?
3. Can we focus at every grade level on *an understanding of people?*
4. How much emphasis should be placed upon *the contemporary scene?*
5. What are the *units of society* which young children can comprehend best?
6. What attention should be devoted to *the United States today?*
7. How can we prevent the *repetitions in U.S. history* which we have had in the past?
8. To what extent should *the world outside the United States* be studied in social studies courses?
9. Should we include attention to the *urbanization* of the United States and other parts of the world in our social studies program?
10. What attention should be given to *minority groups?*
11. Should *personal and social problems* have a place in social studies programs?
12. How can we attain *selectivity and depth?*
13. How can we provide for *individual differences* of pupils and teachers?
14. How can we organize our curriculum around *concepts, generalizations, or "big ideas?"*
15. Where should the stress be laid in relation to *attitudes, skills, and knowledge?*
16. What emphasis should be placed on *values?*
17. How shall we utilize the findings of recent research on *cognitive learning and the affective domain?*
18. To what extent should *methods* be examined?
19. What part can *resources* play in curriculum change?
20. Shall we explore means of complementing and supplementing the social studies by *other subject fields?*
21. What part should *evaluation* play in a total examination of the social studies program?
22. To what extent should we be concerned with *administrative and community support?*

(From "Changing the Social Studies Curriculum: Some Guidelines and a Proposal" by Leonard S. Kenworthy in *Social Education*, May, 1968. Reprinted by permission. Italics added.)

B. Trends in the New Social Studies

* Materials and strategies aimed at effecting conscious examination of values and the process of valuing.
* Inquiry, discovery, or inductive procedures.
* Materials and strategies designed to teach the modes and processes of investigation employed by social scientists.
* Concepts, themes, generalizations, principles, and theories which make up the structure of a discipline.
* Innovative teaching strategies or methods (teaching activity or behavior).
* Behavioral objectives.
* A variety of educational media and multimedia.
* Games and/or simulation strategies and materials.
* Raw social science data, e.g., original documents, realia.
* The case study method.
* Materials that integrate several social science disciplines.
* Techniques designed to effect specific kinds of classroom interaction, e.g., sociodramas, active listening, sensitivity training.

(Prepared by the Far West Laboratory for Educational Research and Development, Berkeley, California. Reprinted by permission.)

C. Elements of an Acceptable Secondary Social Studies Program

1. The program includes elements of ALL the social sciences—either in separate or integrated courses. There is not an over-emphasis on any one discipline.
2. The sequence and content of courses are planned deliberately to eliminate unnecessary repetition. This includes articulation between elementary and secondary programs.
3. Course objectives are stated in specific, measurable terms.
4. Content, learning activities and evaluation techniques are consistent with the stated objectives.
5. Courses emphasize such elements as analysis, problem solving, concepts and generalizations, inquiry, discovery and interpretation, at least as much as memorization of factual material.
6. At least half of the class time is spent in such activities as discussion, research, independent study, reports, committee work, outside speakers and field trips in addition to teacher lecture.
7. Students are given an opportunity to examine, research, analyze and discuss contemporary and controversial social, political and economic issues.
8. Survey courses contain depth studies.
9. Courses in world history, world cultures and geography accord equal treatment to the Western and non-Western worlds.
10. Course content includes the role of minority groups in American society.

11. Provision is made for variation in teaching techniques and content to accommodate differences in student abilities and interests.
12. There is consistent use of a variety of instructional media—both print and non-print (e.g., audio-visual and supplementary reading materials)—not sole reliance on a single textbook.
13. A variety of audio-visual equipment is readily available to all teachers.
14. Evaluation of the total social studies program takes place on a regular basis. When necessary, revision is made.
15. Social studies teachers have a background in all social sciences and a specialization in one. Their major teaching assignment is in their area of specialization.
16. A high percentage of the social studies teachers pursue a program of professional improvement by being active in professional social studies organizations (local, state, and national councils) and participating in in-service studies.

(Social Studies Division, PDE)

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Department of Education
Box 911
Harrisburg, Pennsylvania 17126

These publications are for use by teachers only and *are not available in class quantities.* This list was complete at time of going to press. New and revised publications are continually in preparation. For up-to-date list of department publications write to above address.

General

Report of a Statewide Survey 1968: Profile of Social Studies Instruction in Pennsylvania (1968), 52 pages

Data from survey of the state's 7,465 secondary social studies teachers made in 1965-66. Covers preparation, teaching conditions, content taught, methods used, professional activity, goals and problems.

Directory of Social Studies Curriculum Projects (1969), 98 pages

Complete data on 70 curriculum projects from all parts of the country. Citations include name of director, address, summary and available materials. One of most complete compilations available. Has been reprinted by four state departments of education.

Roster of Consultants in Social Studies in Pennsylvania (1968), 77 pages

List of 77 social studies experts who are available to consult with school districts on curriculum matters. Entries give educational training, teaching experience and remuneration expected.

Social Studies SCOPE

Quarterly newsletter designed to keep teachers and administrators abreast of new developments in social studies in the state.

World Cultures

Focus on World Cultures (1966), 46 pages

Answers to the ten most frequently asked questions about the World Cultures course. Two-thirds of the booklet consists of an extensive annotated bibliography of instructional materials.

China Today (revised 1969), 58 pages

1962 resource unit revised to include events of last eight years. Chapters focus on the geography, history, economy, political structure, social fabric, and foreign relations of the country. Each section consists of major generalizations, outline of content, and learning activities. Updated bibliography of resources and materials and three transparency masters are included.

American History

Revitalizing American History Through Primary Sources (1968), 64 pages

Very complete annotated bibliography of primary source material for use in teaching and interpreting American History. Includes books, documents, films, filmstrips, maps, recordings, document facsimiles, and teacher references. Included is a model teaching unit on Intolerance based on primary sources. Invaluable for transforming and revitalizing the traditional American History course.

Pennsylvania History

Pennsylvania Today—Part I (1962) and Part II (1967), each 64 pages

Lavishly illustrated in color, these publications summarize the history of the Commonwealth (Part I) and its natural resources, transportation, industry, and other contemporary facets (Part II). Gives teachers a quick refresher course in Pennsylvania history and culture.

Civics

State Constitutional Revision—A Resource Unit (1968), 46 pages

Teachers' guide on constitutional revision at the state level using Pennsylvania's constitutional convention of 1967-68 as a case study. Contains learning activities, bibliography, audio-visual materials, and transparency masters.

Ideology and World Affairs—A Resource Unit for Teachers (1963), 60 pages

Outlines of 15 lessons on Democracy, Communism, and Right-Wing Totalitarianism consisting of key understandings, learning experiences and instructional resources. Published by the Northeastern States Youth Citizenship Project.

Economics

Suggested Procedures and Resources for a Minimum Course in Economics (1962), 48 pages

Outline of 6 units of study on Introduction to Economics; Prices, Profits, Markets; Economic Growth; Business Cycles; Government in the Economy; and Comparison of Capitalistic and Communistic Economic Systems. Units contain key generalizations, outline of content, learning activities, and vocabulary and concepts.

The Labor Movement in the United States (1964), 64 pages

Consists of an essay on "The Historical Role of American Labor" and four study units with content outline and learning activities: Government and Labor, Labor and Management, Labor and the Economy, Labor and the Community.

Management Today and Tomorrow (1964), 26 pages

Four chapters with learning activities: Business in Our Society, Our Market Enterprise Economy, Starting and Running a Business, and Modern Management.

Human Relations/Intergroup Education

Our Greatest Challenge—Human Relations: Guide to Intergroup Education in Schools (1962), 56 pages

Discusses the importance of intergroup education, preparation of teachers, the nature of prejudice, and describes learning activities for elementary and secondary students.

American Diversity: A Bibliography of Resources on Racial and Ethnic Minorities for Pennsylvania Schools (1969), 250 pages

Extensive annotated bibliography of books, periodicals, teaching guides, bibliographic sources and audiovisual materials. Gives grade level.

Guidelines for Textbook Selection: The Treatment of Minorities (1969), 14 pages

Lists five guidelines and provides a checklist of specific criteria for use by textbook selection committees in choosing materials that give a balanced, factual account of the minority groups in our society. An extensive bibliography on minorities and textbooks is included.

Elementary

Social Studies in the Primary Grades (1969), 14 pages

Discusses the interdisciplinary approach, content, teaching methods, programs and outlines a typical K-3 sequence.

Representative National Curriculum Projects

For a more complete listing, see *Directory of Social Studies Curriculum Projects*, PDE.

Anthropology

ANTHROPOLOGY CURRICULUM PROJECT
University of Georgia, Fain Hall, Athens, Georgia 30601
Dr. Marion J. Rice and Dr. Wilfred C. Bailey
Anthropology program for elementary grades designed to be integrated into existing program. Teacher materials assume little or no training in anthropology. Materials available.

ANTHROPOLOGY CURRICULUM STUDY PROJECT
5632 South Kimbark Avenue, Chicago, Illinois 60637
Dr. Malcolm Collier
Anthropology materials to be used separately or integrated in world cultures or world history courses on secondary level. Materials available from project and Macmillan.

Civics-Government

SOCIAL STUDIES DEVELOPMENT CENTER
1129 Atwater Avenue, Bloomington, Indiana 47401
Dr. Howard D. Mehlinger
Developing courses in American Political Behavior (9th grade) and American and Comparative Political Systems (12th grade). Materials now being piloted.

LINCOLN FILENE CENTER FOR CITIZENSHIP AND PUBLIC AFFAIRS
Tufts University, Medford, Massachusetts 02155
Dr. John S. Gibson
Has developed *The Intergroup Curriculum: A Program for Elementary School Education* and a secondary citizenship program. Materials available.

Comprehensive Projects (two or more disciplines)

EDUCATIONAL RESEARCH COUNCIL OF AMERICA SOCIAL SCIENCE PROGRAM
Educational Research Council of America
Rockefeller Building, Cleveland, Ohio 44113
Sequential interdisciplinary curriculum based on concepts and generalizations from all disciplines. Materials through 9th grade available from Allyn & Bacon in 1970.

HARVARD SOCIAL STUDIES PROJECT
Graduate School of Education, Harvard University, Cambridge, Massachusetts 02138
Dr. Donald W. Oliver

Curriculum designed to develop critical thinking skills through discussion of controversial public issues. Inexpensive case study pamphlets available from American Education Publications, Education Center, Columbus, Ohio 43216.

MINNESOTA SOCIAL STUDIES CURRICULUM PROJECT
College of Education, University of Minnesota, Minneapolis, Minnesota 55455
Dr. Edith West

K-12 curriculum using the concept of culture as unifying concept with emphasis on behavioral sciences and non-Western studies. Project is completed. Materials available from Green Printing Co., 631 8th Avenue, N., Minneapolis, Minnesota.

SOCIAL STUDIES CURRICULUM CENTER
Syracuse University, 409 Maxwell Hall, Syracuse, New York 13210
Dr. Roy A. Price

Identifying major social science concepts and translating them into classroom practices at grades 5, 8 and 11. *Major Concepts for Social Studies* and *Social Science Concepts in the Classroom* available.

TABA CURRICULUM DEVELOPMENT PROJECT IN SOCIAL STUDIES
San Francisco State College, Education Building, Room 10, San Francisco, California 94132
Dr. Norman E. Wallen

Comprehensive interdisciplinary concept-oriented curriculum for grades 1-8 with heavy emphasis on teaching children to think. Teacher guide and grade 1-6 curriculum guides available from Addison-Wesley.

EDUCATION DEVELOPMENT CENTER SOCIAL STUDIES CURRICULUM PROGRAM
Education Development Center, 15 Mifflin Place, Cambridge, Massachusetts 02138
Peter B. Dow

Developing elementary, junior high and senior high programs using discovery techniques and wide range of media. Fifth-grade course, *Man: A Course of Study*, being tested. Materials available.

SOCIAL STUDIES CURRICULUM CENTER
Carnegie-Mellon University, Pittsburgh, Pennsylvania 15213
Dr. Edwin Fenton

Has developed courses for grades 9-12 utilizing the inquiry approach, published by Holt, Rinehart & Winston.

Economics

DEVELOPMENTAL ECONOMIC EDUCATION PROJECT (DEEP)
Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036
Dr. John E. Maher

Economics materials developed by 29 major school districts and used in wider network of cooperating systems. Units stress inquiry and concepts. Write for publication list.

ELKHART PROJECT SOCIAL STUDIES CURRICULUM
Purdue University, Lafayette, Indiana 47907
Dr. Lawrence Senesh

While largely economics-oriented, this elementary curriculum includes key generalizations from the other disciplines. Comprehensive teacher and student materials for grades 1-3 available from SRA.

Geography

HIGH SCHOOL GEOGRAPHY PROJECT
Box 1095, Boulder, Colorado 80302
Dana Kurfman

New geography units and courses centered around broad themes and drawing on anthropology and other social sciences. Materials available from project and Macmillan.

History

THE AMHERST PROJECT
Hampshire College, Amherst, Massachusetts 01002
Dr. Richard H. Brown

Historical units each focusing on a single issue and utilizing primary sources and discovery learning. For junior and senior high. Thirteen units available from D. C. Heath under the title *New Dimensions in American History.*

Sociology

SOCIOLOGICAL RESOURCES FOR SOCIAL STUDIES
503 First National Building, Ann Arbor, Michigan 48108
Dr. Robert C. Angell

Single case-study episodes and a one-semester sociology course under development. Also producing supplementary paperbacks. Materials available from project and Allyn & Bacon.

World Cultures

ASIAN STUDIES CURRICULUM PROJECT
Department of Education, University of California, 4529 Tolman Hall, Berkeley, California 94720

Dr. John U. Michaelis
Completed project prepared materials on Asian peoples and cultures including teaching guides. Materials available from project, McGraw-Hill and Field Educational Publications.

PROJECT AFRICA
Carnegie-Mellon University, Pittsburgh, Pennsylvania 15213
Dr. Barry K. Beyer
Producing African materials for use in world cultures courses. Resource and curriculum guide available from Crowell.

Social Studies Curriculum Requirements in Pennsylvania

(Effective July 1, 1969—Supersedes all previous Curriculum Regulations)

Elementary

1. A planned course in the social studies shall be taught in each year of the elementary school. The content of this program shall include anthropology, economics, geography, history, political science and sociology. These may be combined into one general area known as social studies.

(Section 7-211, based on Section 1511, *School Laws of Pennsylvania,* 1968.) *

Middle Schools

1. The curriculum of the middle schools shall be exempted from the requirements for the Elementary Curriculum, Section 7-211, and the Junior High School, Section 7-231. The district Board of School Directors shall submit to the Secretary of Education a written request for approval to establish a Middle School Curriculum. (Section 7-221) *
2. All or part of any planned course usually considered to be part of the elementary or secondary school may be taught in the middle school. (Section 7-223) *

Secondary

1. During grades 7 through 12, six units of social studies shall be offered, of which four units shall be required.
2. The four required units shall consist of two units of World Cultures and two units of American (U. S.) Culture which shall be interdisciplinary studies taken from the social sciences (anthropology, economics, history, geography, philosophy, political science, psychology and sociology). The two units of electives may be either single-discipline or interdisciplinary courses.

Of the six units, at least two units shall be taught in grades 10 through 12 and be required for graduation.
(Section 7-153, based on Section 1605, *School Laws of Pennsylvania,* 1968.) *

Special Instruction to be Provided in the Curriculum of all Schools

1. *Racial and Ethnic Group History:* In each course in the history of the United States and of Pennsylvania taught in the elementary and secondary schools of the Commonwealth, there shall be included the major contributions made by Negroes and other racial and ethnic groups in the development of the United States and the Commonwealth of Pennsylvania.
(Section 7-151, based on State Board of Education action, May 9, 1968.) *
2. *Intergroup Education:* Intergroup education concepts shall be included in appropriate areas of the instructional program of every school.
(Section 7-154) *

*(NOTE: All citations above are to *General Curriculum Regulations,* Department of Education, Chap. 7, approved by State Board of Education, March 14, 1969.)

Summary and Rationale

1. The emphasis on interdisciplinary studies in these Regulations reflects one of the pervading characteristics of the New Social Studies as it is presently evolving. Not only are the traditional subjects being re-evaluated and recast by curriculum developers, but the less-frequently-taught social sciences, such as anthropology, sociology and psychology, are being incorporated into the curriculum at both the elementary and secondary levels.
Scholars and teachers agree that it is impossible to teach any single social science well without drawing on the other disciplines.
In light of these developments, the Division of Social Studies firmly believes that an interdisciplinary social studies curriculum contributes more to the preparation of youth for effective citizenship than does a single-discipline approach. At the same time, the staff feels that provision should be made for single-subject studies to accommodate specialized student interests.
   a. The emphasis on World Cultures recognizes the accelerated increase in communication and contact of peoples of the world and the high degree of interdependence of

nations in a nuclear age. It is essential that young Americans become familiar with the way of life of the world's peoples not only to understand the reasons behind what is happening today but also to see their own life-style and heritage from a different perspective.

b. The American (U. S.) Culture units are intended to emphasize the fact that a study of the United States and of the Commonwealth of Pennsylvania is a study of their history and government as well as a study of ". . . the good, worthwhile and best features and points of the social, economic, and cultural development, the growth of the American family life, high standard of living . . ., the privileges enjoyed by (United States) citizens, their heritage and its derivations of and in our principles of government."

2. The inclusion of minorities in the curriculum recognizes that America is a pluralistic society made up of many ethnic and cultural groups which have contributed to our quality and strength. Since there is a discouraging lack of evidence that man has become more sensitive and more accepting of human differences and since ours is an increasingly mobile society in which children will inevitably live and work in multi-group situations, education must provide *all* children with the competencies and skills required for a productive life in today's society. The fact that this is a responsibility of the total school program does not excuse the social studies area from its special role of leadership.
3. The inclusion of intergroup education concepts gives long-overdue recognition to an important area and yet allows school districts freedom to determine where and how to incorporate them into the curriculum.
4. In the Secondary section, the four required units and the two elective units may be offered at any grade level, 7 through 12.
5. Social studies graduation requirements may be fulfilled by any two units, from either the four required units or the two elective units, offered in grades 10 through 12.
6. These regulations represent minimum requirements by the State. School districts may and *are* encouraged to require students to take more than the mandated four units of social studies in grades 7 through 12, as set forth in the regulations.

Services of the Division of Social Studies

The Division of Social Studies is one of nine divisions in the Bureau of General and Academic Education which is under the jurisdiction of the Commissioner for Basic Education. It is made up of a coordinator and four specialists who are responsible for specific subject areas as follows:

- Elementary Social Studies
- Geography-World Cultures
- History-Sociology
- Civics-Economics

The purpose of the division is to improve the teaching of social studies in the Commonwealth. This is accomplished through the following activities:

1. Consultation

   This is done by letter, by telephone, in the office and in the field. It may involve meeting with a small committee, a school's social studies staff or a large group of teachers/administrators on a county or regional basis. The topic may be new developments in social studies, revising the curriculum or more specific subjects.

   The division receives many requests for speaking engagements before a wide variety of groups. A considerable number are for in-service programs which teachers are required to attend. Typically, the program chairman needs a speaker to fill a spot on the program and is not particular what the speech is about, "just something about social studies." It is apparent the meeting is being held because it is on the school calendar—so many in-service days a year. While it is possible for a speaker to function effectively under these conditions—"turn the teachers on"—the benefits are often open to question. When the cost to the state of perhaps a one- or two-day trip to make the speech is considered, its justification becomes even more difficult. The division—and this represents the feeling of most PDE specialists—prefers to spend its time and energies on programs

—for which there is a demonstrated need
—which are planned by those they are intended to benefit
—for which there is a possibility of follow-up activities on the part of the audience

Consultation service by department personnel is provided without charge. In fact, specialists are not permitted to accept honoraria.

2. Informational Services

Because it is part of a state agency, the division has access to a variety of statistical and informational sources. Figures on enrollment in courses, lists of supervisors and department chairmen and information on materials are examples of the kind of data it passes on to the field through its newsletter and other publications.

3. Publications

The division's extensive publication program provides assistance to teachers in specific courses. A glance at the list of publications on pages 53-55 of the Appendix will indicate the type of resources available at no cost through this medium. In addition to formal publications, the staff compiles other information to use in answering requests (e.g., a *Bibliography of Materials for Curriculum Revision in Social Studies* and a bibliography on simulation games).

4. Innovations

One of the most effective ways to bring about change is to inform others of successful innovations and encourage them to try them. The division maintains an Innovation File of new and unusual projects and practices in the state. If a district is contemplating instituting a team teaching program, for example, we can refer them to schools which have such a program in operation.

A file of school districts doing revisions of their social studies programs is also kept, for the same reason.

5. Pilot Projects

Division staff members interest and assist local districts in trying new programs. Meetings are held to discuss instituting them and assistance is given in obtaining materials, training teachers and evaluating the results.

6. Curriculum Library

An extensive library of textbooks and supplementary materials of all kinds is maintained in the division's offices. This includes materials from many of the curriculum projects.

Teachers and administrators are invited to make use of this facility.

Several free audio-visual services of the department are available to Commonwealth educators. An extensive 16mm film collection is available for borrowing from the Bureau of Instructional Services. From the same source, audio and video master tapes are duplicated on tape furnished by school districts. Catalogs have been distributed to all districts. The State Library, Visual Aids Section, has hundreds of filmstrips and slide sets for free loan. Catalogs on history, geography, and biography are available.

Professional Reading for the Busy Teacher

The ferment in the social studies is bubbling at such a pace that the staggering output of professional literature is far beyond the ability of even the most dedicated teacher to cope with. Rather than list a comprehensive all-inclusive bibliography and ask the reader to make his own choices, we present here a highly selective list of sources we consider most worth the reading time of the full-time teacher, beset with ordinary professional responsibilities as well as the usual extraordinary ones from which teachers cannot seem to escape.

For those interested in more comprehensive lists, *Bibliography of Materials for Curriculum Revision in Social Studies* is available from the Social Studies Division and *Suggestions for a Social Studies Professional Library* by Malcolm Searle may be obtained from NCSS for 35¢.

Social Education, monthly journal of the National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington. D.C. 20036. Included in membership—$12.00 per year.

If you don't have time for professional books, this well-edited publication is a must. It is the absolute minimum regular reading for a teacher who wishes to keep abreast of fast-breaking developments. Articles and special features in all branches, levels and facets of social studies. Written for the practicing teacher.

Journal of Geography, monthly journal of the National Council for Geographic Education, Room 1532, 111 West Washington Street, Chicago, Illinois 60602. Included in membership—$10.00 per year.

The latest trends in geography, how-to-do-it articles, book reviews, etc. for both elementary and secondary teachers.

The New Social Studies by Edwin Fenton. Holt, Rinehart & Winston, 1967. Paper, $1.95.

The best short description of what it's all about. The director of the Social Studies Curriculum Center at Carnegie-Mellon University and one of the early leaders in breaking with tradition spent a year surveying the national projects—this tightly-written report to the profession is the result. Another must.

New Frontiers in the Social Studies by John S. Gibson. Citation Press, 1967. Paper, $1.35 each volume.

Volume I, "Goals for Students, Means for Teachers", describes what is being done in social studies and who is doing it. Packed with names, programs, materials. The second volume, "Action and Analysis", consists of readings by experts.

History and the Social Sciences: New Approach to the Teaching of Social Studies by Mark M. Krug. Blaisdell Publishing Co., 1967. $6.50.

Discusses new approaches to teaching social studies that are often antithetical to much of the New Social Studies espoused by Fenton, Gibson and others.

While not reading, a film produced by the National Council for the Social Studies, "Issues in Social Studies Curriculum",[24] is a useful introduction to what is new in the field. A panel of leaders in informal discussion contribute their ideas of the dimensions and implications of the New Social Studies and try to settle a few of the persistent problems. Two of the panelists are Pennsylvanians: Edwin Fenton of Carnegie-Mellon University and J. D. McAulay of Pennsylvania State University. The others are Jack Allen of Peabody College for Teachers and Howard Mehlinger of Indiana University. Gerald Marker of Indiana University is the moderator.

[24] The 30-minute black-and-white film may be purchased for $100 from NCSS or borrowed from the PDE Film Library.

Glossary and Abbreviations

In spite of a sincere attempt to make this publication understandable, the use of terms which are subject to different meanings is inevitable. The explanations which follow are an attempt to standardize their meanings.

affective	Pertaining to attitudes, values, judgments and other emotion-oriented characteristics in contrast to the cognitive, those oriented toward the intellectual.
American Culture	Interdisciplinary study of the total American culture—historical, political, social, economic, aesthetic, geographic. An attempt to bridge the gaps between the disciplines.
articulated program	One in which each course is derived from and builds on those preceding it.
behavioral objectives	Objectives written in terms of expected overt student behavior which is measurable.
behavioral sciences	Anthropology, psychology, sociology and their variants.
case study method	Study of real or imaginary situations.
cognitive	Pertaining to intellectual knowledge and skills; in contrast to affective or emotion-oriented concepts.
concept	An idea represented by a word or phrase standing for a class or group of things. These ideas range from the simple and specific (river) to the complex and abstract (imperialism).
discovery method	Instruction in which students find information or answers on their own in contrast to the expository or lecture method in which this is imparted to students by the teacher.
expository method	Teaching method characterized by teacher lecture in contrast to the discovery or inquiry method which emphasizes students finding information for themselves.

generalization	A statement which shows relationship of concepts. Example: Man changes and is changed by his physical environment.
humanities	History, literature and the arts.
independent study	Study done by students individually or in small groups.
inductive learning	See discovery method.
inquiry method	See discovery method.
interdisciplinary	An integration of the social science disciplines so that discipline lines are blurred or non-existent.
intergroup education	Study of the interaction of ethnic, racial and religious groups with the purpose of improving relations among them.
multidisciplinary	A treatment in which the social science disciplines are considered separately in contrast to interdisciplinary in which the disciplines are integrated. Example: study of the economy, geography, government and social fabric of a country or region.
multi-media instruction	That which employs a variety of instructional materials such as books, films, recordings, pictures, etc.
NCSS	National Council for Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.
PDE	Pennsylvania Department of Education (formerly DPI).
process-oriented education	Assumes that the growth of intellectual skills will serve the individual better than the memorization of factual knowledge.
programed learning	Learning in which the student answers a series of questions of increasing complexity and for which the answers are immediately available.
simulation games	Games which reproduce real or imaginary problem situations.
single-concept film	Endless loop 8mm. cartridge film of limited subject matter; e.g., Transportation in India.
social science	The study of human behavior.
social sciences	Anthropology, economics, geography, political science, psychology, sociology, social psychology. History and philosophy are frequently considered to be in this group.

social studies	The social sciences adapted to elementary and secondary schools.
taxonomy	A classification of items.
team teaching	Several teachers combine their classes for large- or small-group instruction in which they share teaching responsibilities.

Sample Social Studies Continuums

These course sequences illustrate the variety of forms a social studies program may take. They are intended to give curriculum committees ideas for structuring their own programs and are *not meant to be prescriptive.*

A. Illustrates the traditional expanding communities idea in elementary and two-year sequences in secondary.

B. Is the new curriculum now required in New York State.

C. Has been developed over the past few years by Dr. Leonard S. Kenworthy of Brooklyn College in conjunction with curriculum committees in New York, New Jersey and Connecticut. It appeared in the May 1968 issue of *Social Education* and is reprinted by permission.

D. Represents the views of Dr. Jack Allen of George Peabody College for Teachers and appeared in *Social Studies in Transition: Guidelines for Change,* a publication of the National Council for the Social Studies.

Grade	A		B	C	D
K	HOME AND FAMILY	Continuous process of comparison and contrast with similar units in other parts of the world.	LOCAL ENVIRONMENT STUDIES Family and school Geography Patriotism	INDIVIDUALS AND FAMILIES Locally in U. S. and selected parts of the world.	SOCIAL PROCESSES AT WORK IN THE LIFE OF A CHILD
1	SCHOOL				THE FAMILY AND SCHOOL IN THE LARGER ENVIRONMENT
2	NEIGHBORHOOD		COMMUNITY STUDIES Social, ethnic, religious groups. Politics and economics of local community. Geographic studies of communities. Patriotism		NEIGHBORHOOD RELATIONS IN A WORLD SETTING
3	LOCAL COMMUNITY			COMMUNITIES Local and selected U. S. and world	THE COMMUNITY PROCESS WITH OUTWARD MANIFESTATIONS Comparative Community types on a world basis.
4	CITY, COUNTY, REGION		AMERICAN PEOPLE AND LEADERS Contributions of ethnic groups. Leaders in government, industry, civil rights, arts, science, etc.		THE EARTH AS A FUNCTIONING ORGANISM. THE STATES AND THEIR INTERRELATIONSHIPS.
5	STATE AND NATION		MAJOR CULTURE REGIONS Western Hemisphere: Interdisciplinary studies of Canada and Latin America. Middle East & Europe: Interdisciplinary study.	COUNTRIES U. S. Today & Yesterday (certain periods in history) Selected Countries (studies in depth)	THE IDEA OF CIVILIZATION AS EXEMPLIFIED IN DEVELOPMENT OF U. S.
6	NATION AND CONTINENT				WORLD CULTURES OUTSIDE THE U. S.

Grade	A	B	C	D
7	WORLD CULTURES*	OUR CULTURAL HERITAGE Pre-Columbian—Colonial periods. State History & Government.	BASIC PROBLEMS & DECISIONS IN U.S.A. Today	THE AMERICAN CITIZEN IN HIS SOCIO-CIVIC RELATIONS
8	West and non-West	UNITED STATES HISTORY 1800—present Federal government & civil rights and duties	Yesterday	THE AMERICAN CITIZEN IN HIS ECONOMIC RELATIONS
9	AMERICAN CULTURE* Interdisciplinary orientation to include social, economic, and cultural development of the U. S. as well as the political.	ASIAN & AFRICAN CULTURE STUDIES	CULTURES Depth studies of the 8 major cultural areas, today and yesterday, Western and non-Western.	CULTURE AREAS OF THE WORLD World Geography, history, cultural anthropology, Western & non-Western cultures, ancient, medieval and modern societies.
10		MODERN WORLD HISTORY Western Heritage; emphasis on European History.		
11	ELECTIVES	AMERICAN STUDIES Interdisciplinary	THE U. S. & THE EMERGING INTERNATIONAL COMMUNITY	THE DEVELOPMENT OF AMERICAN IDEAS AND INSTITUTIONS Essentially American History
12	Either single-discipline or interdisciplinary.	SPECIALIZED COURSES (ELECTIVE) Government, Economics, Psychology, Sociology, Area Studies, A.P. History.	U. S. History Contemporary Problems in U. S. and other parts of the world.	MODERN SOCIETY: ISSUES & PROBLEMS Series of self-contained problem units drawn from a number of social sciences.

*These two-year sequences could be reversed.

Suggested Criteria for Evaluating Social Studies Materials

The attached evaluation is designed to aid social studies teachers in assessing materials for adoption in their classrooms and schools. The form was designed by the Secondary Curriculum Committee of the Indiana Council for the Social Studies and is reproduced with their permission.

The questions on the form were designed to give a staff common bases for evaluating all materials under consideration. Although designed initially for the secondary social studies, the form is appropriate for evaluating elementary materials as well.

It is suggested that a local group may wish to modify the criteria by determining which items are crucial, establishing a weight system according to their own objectives, or eliminating any items deemed inappropriate.

Recognizing that a local group may have special problems in selecting materials, that certain procedures may be necessary before using materials, and that faculty education may be necessary to the successful utilization of the materials, the user is warned of the danger of basing a final assessment solely on an average of items in a particular category or an overall average for all categories. A consistent rating of "4" on particular items or categories might suggest certain in-service needs of a staff rather than a weakness in the materials.

Although the document is original, many of the ideas were developed from other sources. The most useful were:

"General Considerations in the Selection of Social Studies Textbooks", E. R. Smith, Indiana University.

"Guidelines for Textbook Selection", Research Committee IASCD, Floyd Smith, Executive Secretary, Indiana State University.

"Steps in Curriculum Analysis Outline", Social Science Education Consortium, Irving Morrissett, director, University of Colorado.

"Evaluation of Social Studies Materials", Chelmsford, Massachusetts Public Schools, Charles Mitsakos, Social Studies Coordinator.

Any part or all of the form may be reproduced at local expense.

QUESTIONS TO CONSIDER IN EVALUATING SOCIAL STUDIES MATERIALS

Directions: Circle the one number indicating the degree or extent of the question stated. Add the total points circled in each category, and divide the total number by the number of items circled in each category.

KEY: 1 = Great Extent
2 = Some Extent
3 = No Extent
4 = Unable to Judge

DESCRIPTIVE CHARACTERISTICS

1. If you are a supporter of a multiple materials concept, to what extent do the materials being considered adequately meet this idea?	1 2 3 4
2. If there is a teacher's guide, to what extent do you believe it is generally useful?	1 2 3 4
3. A. If you believe an instructional strategy should be primarily inductive, to what extent are the materials appropriate?	1 2 3 4
B. If you believe an instructional strategy should be primarily deductive, to what extent are the materials appropriate?	1 2 3 4
C. If you believe both deduction and induction are essential to the instructional strategy, to what extent are the materials appropriate?	1 2 3 4
4. A. If you feel the recommended teacher behavior should be expository, to what extent are these materials applicable?	1 2 3 4
B. If you feel the recommended teacher behavior should be a director of learning, to what extent are these materials applicable?	1 2 3 4
C. If you feel the recommended teacher behavior to be something other than those mentioned above, to what extent are these materials applicable?	1 2 3 4
5. If there are tests with the package, to what extent are they applicable for general use in your school? (Be sure to consider instructional techniques and approaches of your fellow faculty.)	1 2 3 4
6. To what extent are the author(s) and publisher contributors to Social Studies education?	1 2 3 4

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DESCRIPTIVE CHARACTERISTICS (continued)

7. To what extent have the materials been tested by the author(s) prior to publication?	1 2 3 4
8. To what extent do the field tests show favorable results?	1 2 3 4
Total Points	_____
Descriptive Characteristics Average	_____

ANTECEDENT CONDITIONS

1. To what extent would the program be successful with each kind of pupil for whom the program is considered?	
1) Gifted	1 2 3 4
2) Average	1 2 3 4
3) Under Achievers	1 2 3 4
4) Girls	1 2 3 4
5) Boys	1 2 3 4
6) Pupils who need highly structured experiences	1 2 3 4
7) Pupils who can work without supervision	1 2 3 4
2. To what extent would each kind of pupil (for whom this program is considered) be interested in this program?	
8) Gifted	1 2 3 4
9) Average	1 2 3 4
10) Under Achievers	1 2 3 4
11) Girls	1 2 3 4
12) Boys	1 2 3 4
13) Pupils who need highly structured experiences	1 2 3 4
14) Pupils who can work without supervision	1 2 3 4
3. To what extent would the experiences and background of most teachers who will be using these materials in this school enable them to handle these materials effectively?	1 2 3 4
4. To what extent could in-service programs be used to remedy any teacher deficiencies in knowledge or skills?	1 2 3 4

ANTECEDENT CONDITIONS (continued)

5. To what extent will the community permit these types of materials to be used? 1 2 3 4

6. To what extent does your school have equipment that is essential to the use of the materials?
(Consider such items as A.V. equipment, space available for large-small group instruction, adequate resource center, etc.) 1 2 3 4

Total _____

Antecedent Conditions Average _____

RATIONALE AND OBJECTIVES

1. To what extent does the program relate to the goals of your school system? 1 2 3 4

2. To what extent are the objectives stated in behavioral terms? 1 2 3 4

3. To what extent does the program develop its stated objectives relative to:

Culture Concepts	1 2 3 4
Socialization	1 2 3 4
Philosophical and religious influences	1 2 3 4
Ethnocentrism	1 2 3 4
Geographic Concepts	1 2 3 4
Economic Concepts	1 2 3 4
Interdependence	1 2 3 4
Political Behavior Concepts	1 2 3 4
Change	1 2 3 4

4. To what extent does the program develop its stated objectives relative to:

Process of inquiry skills	1 2 3 4
Psychomotor skills	1 2 3 4
Developing attitudes and values	1 2 3 4

Total Points _____

Rationale and Objectives Average _____

CONTENT

1. To what extent is the subject matter relevant to the level of student for which the materials are being considered? 1 2 3 4

2. To what extent are the concepts developed (in those disciplines being considered)?

Anthropology	1 2 3 4
Sociology	1 2 3 4
Political Science	1 2 3 4
Economics	1 2 3 4
History	1 2 3 4
Geography	1 2 3 4
Social Psychology	1 2 3 4

3. To what extent does the program teach attitudes and values? 1 2 3 4

Total Points _____

Content Average _____

INSTRUCTIONAL THEORY AND TEACHING STRATEGIES

1. To what extent is the teaching strategy to be used explicitly stated? 1 2 3 4

2. To what extent does the program foster inquiry? 1 2 3 4

3. To what extent does the program design maintain proper teacher-pupil balance? 1 2 3 4

4. To what extent does the program develop concepts and generalizations? 1 2 3 4

5. To what extent does the program develop concepts and generalizations in a sequential and systematic way? 1 2 3 4

6. To what extent is there an acceptable variety and balance of teaching strategies? 1 2 3 4

7. To what extent does the program provide sufficient facts to support generalizations? 1 2 3 4

8. If the materials require one dominant teaching technique, to what extent is it desirable (in terms of your staff, students, and acceptable techniques)? 1 2 3 4

Total Points _____

Instructional Theory and Teaching Strategies Average _____

MATERIALS

1. To what extent is each of the following available? (Rate only those that are needed to fully implement these materials.)

Background paper for the teachers	1 2 3 4
Supplemental materials for the pupil	1 2 3 4
Bibliography	1 2 3 4
Films	1 2 3 4
Filmstrips	1 2 3 4
Books	1 2 3 4
Slides	1 2 3 4
Magazines or student handouts	1 2 3 4
Transparencies	1 2 3 4
Realia or artifacts	1 2 3 4
Recordings	1 2 3 4
TV programs	1 2 3 4
Film loops	1 2 3 4
Others (list)	1 2 3 4
Total Points	_____
Materials Average	_____

OVERALL JUDGMENTS

*1. To what extent do you believe these materials would be more effective than those you are currently using? 1 2 3 4

*2. To what extent would you rate these materials?

effective	1 2 3 4
interesting	1 2 3 4
stimulating	1 2 3 4
meaningful	1 2 3 4
challenging	1 2 3 4
rewarding	1 2 3 4

3. If these materials are being considered for general adoption, to what extent would you recommend these materials for adoption for general use in the department, i.e., by all teachers? 1 2 3 4

4. If the materials being examined are considered for experimental use by a limited number of teachers, to what extent would you recommend these materials for adoption? 1 2 3 4

*The opposites would show a high score and should eliminate them from further consideration.

OVERALL JUDGMENTS (Continued)

5. To what extent may these materials be used without additional community involvement?

1 2 3 4

Total Points _____

Overall Judgments Average _____

Professional Organizations

All teachers—beginners and veterans alike—need professional stimulation. One of the best sources is active participation in subject-area organizations. Through local, state and national associations, teachers learn about new developments and materials and meet the leaders in their field. One of the biggest dividends of professional membership is exchanging ideas with fellow teachers.

National

1. National Council for the Social Studies
   1201 Sixteenth Street, N. W.
   Washington, D.C. 20036
   Publishes large list of bulletins, guides, a yearbook and monthly journal, *Social Education*. Holds annual meeting. Membership: Subscribing $12.00, Comprehensive $20.00, Student $4.00.

2. National Council for Geographic Education
   Room 1532, 111 West Washington Street
   Chicago, Illinois 60602
   Publishes bulletins and the monthly *Journal of Geography*. Holds annual meeting. Membership: Regular $10.00, Comprehensive $25.00. State Coordinator for Pennsylvania is John G. Lehew, Jr., 130 South Duffy Road, Butler, Pennsylvania 16001.

3. American Historical Association
   400 A Street, S. E.
   Washington, D.C. 20003
   Publishes quarterly *American Historical Review, AHA Newsletter*, and sponsors the Service Center for Teachers of History which publishes a series of bibliographic essays. Membership: $15.00.

4. American Political Science Association
   1726 Massachusetts Avenue, N. W.
   Washington, D.C. 20006.
   Publishes quarterly journal, *American Political Science Review*. Holds annual meeting. Membership: $15.00.

5. American Economic Association
   Northwestern University
   629 Noyes Street
   Evanston, Illinois 20201
   Publishes quarterly *American Economic Review*, holds annual meeting. Membership: $10.00.

6. American Sociological Association
1001 Connecticut Avenue, N. W.
Washington, D.C. 20036
Publishes bimonthly *American Sociological Review* and other publications. Holds annual meeting. Membership: $12.00.

7. Organization of American Historians
Box 432
Abilene, Kansas 67410
Publishes quarterly *Journal of American History*. Holds annual meeting. Membership: $8.00.

8. American Association for State and Local History
1315 Eighth Avenue, South
Nashville, Tennessee 37203
Publishes monthly *History News*, bulletins and directories. Annual awards for contributions to state and local history and grants-in-aid for research. Membership: $5.00.

State

9. Pennsylvania Council for the Social Studies
Dr. Robert L. Morris, Executive Secretary
Indiana University of Pennsylvania
Indiana, Pennsylvania 15701
Publishes quarterly journal, *Pennsylvania Social Studies News and Views*. Holds fall and spring meetings. Membership: $3.00.

10. Pennsylvania Council for Geography Education
Virginia Morrison, Membership Chairman
305 East Swissvale Avenue
Pittsburgh, Pennsylvania 15218
Publishes journal, *The Pennsylvania Geographer*. Holds annual meeting. Membership: $5.00.

11. Pennsylvania Historical Association
Dr. Phillip E. Stebbins, Secretary
Department of History, 117 Sparks Building
Pennsylvania State University
University Park, Pennsylvania 16802
Publishes quarterly journal, *Pennsylvania History* and the *Pennsylvania History Studies* series of booklets. Holds annual meeting. Membership: $8.00.

12. Historical Society of Pennsylvania
1300 Locust Street
Philadelphia, Pennsylvania 19107
Publishes quarterly *Pennsylvania Magazine of History and Biography*. Membership: $10.00.